Reading Revealed

The Chase Young Informal Reading Inventory

K through 8 teacher and student packet

Pilot edition 1 October 2026

A close look at how a reader works with words and meaning. Use this inventory to identify instructional questions, observe reading, and plan what to investigate or teach next.

A passage is a sample of reading. It is not a placement decision. Do not use this inventory to assign a student a grade-equivalent reading level, restrict access to grade-level texts, diagnose a disability, determine retention, or make eligibility decisions.

Prepared for Chase Young. Original draft passages and questions for review and piloting. Not standardized, normed, calibrated, or empirically validated. K through 8 labels identify intended design bands only; they do not establish measured text difficulty or student grade-level proficiency.

Contents: administration and interpretation guide; optional word-reading survey; 18 original student passages; matched teacher records with answer guidance; profile and instructional planning forms; a plan for gathering technical evidence.

All students should retain access to worthwhile grade-level content with appropriate instruction and support. A difficult reading sample tells us where to look more closely, not where to stop a student's learning.

What this inventory can tell you

Reading Revealed samples word reading, oral connected-text reading, retelling, and responses to text. It supports provisional descriptions such as "accurate word reading with limited explanation of the central idea on this passage." Confirm those observations with other texts, classroom work, and targeted assessments before drawing broader conclusions.

Each band has one narrative and one informational passage. These are different texts, not equivalent or interchangeable forms. Topic knowledge, vocabulary, genre, syntax, text length, and reading conditions can change performance. Do not average the two passages into a reading level.

For kindergarten, use the brief passages only when connected-text reading is appropriate. If the student is not yet reading sentences, stop that task without treating it as failure. Examine concepts about print, phonological awareness, letter knowledge, and decoding separately. A teacher-read passage may sample listening comprehension, but it cannot establish independent reading ability.

Component	Record	Interpret cautiously
Word survey	Correct words, attempts, self-corrections	A small sample; not a phonics mastery test
Oral reading	Accuracy, pauses, phrasing, expression, optional rate	Performance on this text under these conditions
Meaning	Retell and five open-response items	Small item sample affected by language and background knowledge
Optional silent or listening task	Mode, supports, responses	Separate conditions; never combine with oral scores

Validity and reliability before you begin

Current evidence status. No pilot data, reliability coefficients, norms, standard errors, validated cut scores, or evidence of equivalent forms are available for this edition. Original content, explicit directions, and answer guides are design features; they are not proof that scores support a particular interpretation.

Validity concerns the interpretation and use. The intended use is a provisional description of performance on selected tasks to inform instructional follow-up. The K through 8 design bands have not been established through empirical calibration. A readability estimate, if added later, would not by itself validate a grade label. No score from this draft supports a grade-equivalent, diagnostic, or high-stakes interpretation. The testing Standards emphasize evidence for intended score interpretations and uses (AERA, APA, & NCME, 2014).

Reliability concerns consistency and precision. Scorers may disagree about oral errors, response adequacy, or retell details. Results may change across days and texts. Following the same directions and using explicit answer guidance can reduce avoidable variation, but consistency must still be studied. Five comprehension questions provide only a narrow sample; a one-point difference can reflect a single response rather than meaningful growth.

For use now. Record exact responses, keep first-reading and supported performance separate, document accommodations, and confirm instructional hypotheses with more than one source. Treat differences across passages as information to investigate. Repeated exposure can improve performance through familiarity, so rereading the same passage is not independent evidence of general reading growth.

Fairness. Consider language experience, dialect, familiarity with the topic, disability-related access needs, fatigue, and opportunity to learn. Speech differences consistent with a student's dialect or known articulation pattern should not automatically be counted as word-reading errors. Document decisions. English-language performance does not describe the full literacy knowledge of a multilingual student.

Approximate passage difficulty metrics

These estimates describe the text body only. Use them as one rough aid when selecting samples, alongside vocabulary, syntax, knowledge demands, genre, student interest, and classroom observations. The design bands are not a calibrated ladder: estimates can overlap across bands, and a later band can have a lower formula score. Retain the pilot status until passage progression has been reviewed and tested.

Flesch-Kincaid Grade Level (FKGL) uses average words per sentence and syllables per word. Its grade-like number is a property estimated from text, not a student reading level. **Flesch Reading Ease (FRE)** uses the same inputs; higher values indicate mechanically easier text. Scores can fall outside 0-100. Negative FKGL values are shown as calculated, not converted to a kindergarten placement.

Calculation method. Words are whitespace-separated body tokens. Sentences are runs of period, question mark, or exclamation mark; each dialogue fragment ending in punctuation counts as a sentence. Syllables are estimated using vowel groups, common silent-e and past-tense adjustments, and a small exception list. These are custom approximate calculations, not certified software or Lexile measures. Automated syllable and sentence rules can differ from other tools; verify estimates during expert review.

FKGL = 0.39 x words/sentences + 11.8 x syllables/words - 15.59.
FRE = 206.835 - 1.015 x words/sentences - 84.6 x syllables/words. Formulas are documented by Microsoft Support; limitations of mechanical counts are discussed by CDC (see references).

Limits. Humor, inference, cohesion, familiarity, and decoding patterns are not captured by these formulas. Brief texts and dialogue can yield unstable or misleading estimates. K and early-grade samples are particularly limited. The table does not validate grade labels, establish equivalent forms, or justify grade-level placement. Formula scores do not measure reliability.

Passage metrics at a glance

Band	Passage	Words	Sent.	Words per sent.	Est. FKGL	Est. FRE
K	The Sock Hat	44	9	4.9	-1.9	117.3
K	A Tiny Plant Factory	52	10	5.2	-1.1	112.1
1	The Lunchbox Thief	95	15	6.3	1.5	95.3
1	The Tree That Moves Its Shade	77	8	9.6	2.9	91.6
2	The Very Important Goose	122	16	7.6	2.8	88.8
2	Worms on the Wrong Road	115	11	10.5	3.6	88.1
3	The Dragon With Hiccups	153	23	6.7	3.4	82.3
3	A Garden Without a Yard	134	12	11.2	6.0	71.8
4	Grandpa Versus the Robot	153	21	7.3	4.0	79.5
4	The Book Hospital	140	13	10.8	7.4	61.1
5	The Principal's Mustache	165	19	8.7	6.6	63.2
5	Before You Throw It Away	173	14	12.4	9.6	48.1
6	The Accidental Duck Expert	188	18	10.4	6.7	65.7
6	The Club That Doubled	182	15	12.1	8.3	57.4
7	The Great Cafeteria Review	198	18	11.0	7.7	59.8
7	A Roof With a Sun Problem	199	14	14.2	10.5	44.9
8	The Department of Extremely Serious Problems	230	21	11.0	8.4	54.5
8	Eight Arms and No Respect for Personal Space	242	18	13.4	7.9	62.4

Title and teacher directions are excluded. Formula outputs are rounded to one decimal. Each teacher record also shows the passage estimates. Do not convert a student score into a formula grade.

Administration directions

1. Prepare a quiet space, student passage, teacher record, pencil, and optional timer. Record date, mode, language, accommodations, prior exposure, and relevant context. A typical session can be brief; divide it across days if needed. Do not administer every band.

2. Select an approachable text using recent classroom evidence and student interests. Enrollment grade may guide a first choice, but it is not an entry requirement. Use the optional word survey only when helpful; it does not assign a starting level automatically.

3. Ask the background question before showing the passage. Record the response without teaching the topic. Read the neutral introduction on the teacher page. Do not preview the comprehension questions.

4. Say, "Read this aloud in a way that helps it make sense. Take your time. If a word is hard, try it. I may tell you the word so you can keep going." Give the student only the clean passage. Start optional timing at the first word; stop at the last word.

5. Mark the actual response above the printed word. Allow about three seconds for a stalled word; then supply it and count one error. Avoid sounding out words, correcting each error, or asking the student to guess from context during the initial sample. If the student skips a line, point to the line once and record the redirection.

6. Stop if the student requests it, becomes distressed, or cannot sustain meaningful reading. As a local humane stopping rule, discontinue after five consecutive unresolved word-reading attempts. This is a procedural rule, not a validated frustration cut score. For a stopped passage, record the stopping point; do not compute a full-passage accuracy or rate.

7. Remove the passage and ask, "Tell me what this text was mostly about. Tell me what happened or what you learned." First record the independent retell. Then use neutral sequence prompts as needed: "What happened first?" "What happened after that?" "What happened before that?" For informational text use "What did the text explain first?" or "What else did it explain?" Do not mention a missing event, supply an answer, or insist on exact wording. Record each prompt and prompted addition.

8. Return the passage. Ask the five questions exactly as printed, allowing the student to look back. Say once, "You may look back at the text." Record answers and evidence use. Use "Tell me more" at most once per item; record any prompt. Do not supply content hints.

9. Score and review patterns. If needed, try another approachable text in a later brief session. A longer or more complex sample is optional when the student remains comfortable. There is no required floor-and-ceiling sequence and no rule for assigning a highest reading level.

Scoring the reading sample

Word counting. Counts use whitespace-separated tokens in passage bodies; titles are excluded. Contractions count as one word. No passage contains hyphenated compounds. Count each printed word once even if the student repeats it.

Count as errors: an uncorrected substitution, omitted word, examiner-supplied word, or uncorrected mispronunciation that changes the intended word. An omitted line contributes one error for each omitted word if not read after redirection. Score no more than one error per printed word. Record insertions separately; do not subtract them from the printed-word accuracy numerator in this edition.

Do not count as errors: repetitions, hesitations resolved without help, or spontaneous self-corrections before examiner help. Record these behaviors because frequent repair may affect fluency. Do not count a dialect or articulation difference when the intended printed word is clear; document the scoring rationale.

Completed passage accuracy: (printed body words minus scored errors) / printed body words x 100. Example: 120 printed words with 6 errors yields 95%. This calculation describes this sample; it does not establish an instructional or independent reading level.

Optional full-passage rate: (printed body words minus scored errors) x 60 / elapsed seconds. Example: 114 correct words in 90 seconds yields 76 correct words per minute. Time includes hesitations and examiner help. This is not a normed one-minute fluency measure; do not compare it directly with benchmark tables from another instrument. Short K passages are especially unstable rate samples.

Fluency observations: describe phrasing, attention to punctuation, expression, pace, effort, and repair with examples. Speed alone does not establish fluency. This edition uses descriptive observations rather than a new validated numerical prosody scale.

Comprehension items: 1 = correct response with the essential answer; 0 = incomplete, inaccurate, unsupported, or no response. Record partial understanding in notes. Accept equivalent wording and plausible text-supported inferences. Each teacher page gives the essential answer; an answer that supplies only part of a two-detail request earns 0 with a note. Total 0-5 only for five administered items. Report explicit questions / 3 and implicit questions / 2 separately. Do not convert that small total to a proficiency cutoff.

Retell: record central idea, relevant details, sequence or relationships, and inaccurate additions separately. Score the five passage-specific retell units described below. Look-back answers and unaided retell have different memory demands; report them separately.

Retell scoring: Each teacher meaning page lists five key events for a story or five key ideas for informational text. Give one point per accurately conveyed unit, regardless of exact wording. Record independent recall / 5, additions after neutral prompts, and total after prompts / 5. A unit recalled out of order still earns credit; describe sequence separately. Do not combine retell and question totals into one composite score.

Other modes and access supports

Silent reading. Say, "Read this quietly so you can explain what it means." Do not calculate oral accuracy or oral rate. Use the same retell and look-back questions. Record time only as context. Student self-report of having finished does not confirm engagement or accurate word reading.

Listening comprehension. Read a previously unseen passage aloud at a natural pace, without dramatizing answers. Keep the student passage out of view during listening and retell. For questions, allow one requested rereading of the relevant passage section and record it. The listening task has different access conditions from look-back reading. Do not treat a score difference as a diagnostic discrepancy or a direct measure of decoding.

Separate passage exposure. Use an unseen passage for each initial mode when possible. If the same passage is used after an oral reading, label the later activity "supported follow-up" or "repeated exposure." The narrative and informational passages are not established alternate forms. Mode comparisons are exploratory and confounded by content when different passages are used.

Access. Follow the student's established access needs. Document enlarged print, response method, breaks, assistive technology, language of response, and any translation. Oral or written responses may be accepted for the meaning task; describe the response mode. Translation or text-to-speech changes the task and must be reported as such. Text-to-speech does not supply a score for independent word reading.

After initial scoring. You may teach a word, explain vocabulary, model a phrase, invite rereading, or discuss the text. Keep this useful teaching interaction in a separate section. Improvement after help may inform a teaching hypothesis; it does not replace the initial result.

Passage navigation

Design band	Narrative	Informational
K	The Sock Hat	A Tiny Plant Factory
1	The Lunchbox Thief	The Tree That Moves Its Shade
2	The Very Important Goose	Worms on the Wrong Road
3	The Dragon With Hiccups	A Garden Without a Yard
4	Grandpa Versus the Robot	The Book Hospital
5	The Principal's Mustache	Before You Throw It Away
6	The Accidental Duck Expert	The Club That Doubled
7	The Great Cafeteria Review	A Roof With a Sun Problem
8	The Department of Extremely Serious Problems	Eight Arms and No Respect for Personal Space

Optional word reading survey

Show one row at a time or copy it onto an unmarked student card. Say, "Read each word aloud. Try it if you can." Allow about three seconds for an attempt, then say, "Let us go on." Record the response verbatim, independent correct words / 12, and self-corrections. Stop when it becomes unproductive. Rows are drafted to increase in complexity; they are not normed grade-level word lists and do not establish mastery of a phonics category.

Draft band	Student words
K	sun map big red cap pot run sit leaf seed water small
1	truck shade wheel missing playground morning brother sunny looked blocks leaves beside
2	prices dusty cloth stranded moisture sidewalk gently spaces useful customer markers damp
3	character rehearsal important container regularly tolerate sunlight gardener directions empty corner performance
4	construction embarrassed neighborhood guide practical binding materials attractive examine replace complete decision
5	proposal comparison investigate qualified hazards restoring expectations volunteers consistent experiment evidence practical
6	majority observation participants registration attendance counting original adviser approved circumstances information pattern
7	archive uncertainty ventilation occupants exposure comparison represent introduction investigate conditions narrowly dimensions
8	distribution substantially consequences interchangeable evaluation permanent perspectives alternative moderator demand accurate benefited

Student _____ Date _____ Row _____ Correct ____ / 12

_____

_____

_____

Words read accurately in context may differ from isolated-word performance. The survey is a separate draft word sample; its rows are not matched or equated to the passage pairs. Probe observed patterns with a systematic phonics and decoding assessment, including unfamiliar or nonsense words when appropriate.

The Sock Hat

Student passage | Narrative

Ben has a red cap. His dog, Pip, has a sock. Ben puts on the cap. Pip runs off with the sock. Ben runs to Pip. Pip drops the sock on Ben. It lands on the cap. Dad grins. Ben has a sock hat!

The Sock Hat teacher record

Design band K | Narrative | 44 body words | Not a calibrated grade level

Approximate text metrics: 9 sentences | 4.9 words/sentence | FKGL -1.9 | FRE 117.3

Student _____ Date _____ Examiner _____

Mode: oral / silent / listening Prior exposure: no / yes Supports _____

Background question: What might someone pack for a trip to a park?

Neutral introduction: This is a story called The Sock Hat. Read to find out what it says.

Text for marking	Cumulative words
Ben has a red cap. His dog, Pip, has a sock. Ben puts on the cap.	16
Pip runs off with the sock. Ben runs to Pip. Pip drops the sock on Ben.	32
It lands on the cap. Dad grins. Ben has a sock hat!	44

Errors ____ Self-corrections ____ Insertions ____ Completed: yes / no Stop word ____

Accuracy ____ % Optional elapsed seconds ____ Full-passage correct words/min ____

Phrasing / expression / effort / pauses: _____

The Sock Hat meaning record

Design band K | Retell before questions | Student _____

Say: "Start at the beginning and tell the events in order." For informational text: "Tell the main ideas in the order the text explains them." Remove the text for this retell. Record independent recall first; then use the neutral prompts in the directions.

Five retell events Mark I = recalled independently; P = added after a neutral prompt; 0 = absent or inaccurate. Each unit earns at most one point. Accept equivalent wording and meaningful paraphrases.

1. Ben has a red cap. | I / P / 0

2. Pip has a sock. | I / P / 0

3. Pip runs away with the sock. | I / P / 0

4. Pip drops the sock onto Ben's cap. | I / P / 0

5. Dad grins at Ben's sock hat. | I / P / 0

Independent ____ / 5 | Added after prompts ____ | Total with prompts ____ / 5

Sequence: coherent / partly ordered / unclear | Inaccurate additions _____

Exact retell and prompts used (continue on a separate sheet if needed) _____

_____

_____

Five comprehension questions Return the passage and allow look-back. Three explicit questions ask for information stated in the text. Two implicit questions require a text-supported inference. Each earns 1 or 0. Accept equivalent wording.

1. Who has a sock at first? [Explicit]
Essential answer: Pip, the dog.
Response _____ Correct 1 / 0

2. What does Ben put on? [Explicit]
Essential answer: A red cap.
Response _____ Correct 1 / 0

3. What lands on the cap? [Explicit]
Essential answer: The sock.
Response _____ Correct 1 / 0

4. Why does Ben run to Pip? [Implicit]
Essential answer: To get the sock back or stop Pip taking it.
Response _____ Correct 1 / 0

5. Why does Dad grin? [Implicit]
Essential answer: The sock on the cap looks funny, like a sock hat.
Response _____ Correct 1 / 0

Explicit ____ / 3 | Implicit ____ / 2 | Total ____ / 5

Look-back use / neutral prompts _____

Scores describe this sample. A 5/5 retell or question total does not establish grade-level proficiency. Keep independent and prompted retell totals separate.

A Tiny Plant Factory

Student passage | Informational

A seed is a tiny plant package. A seed is small. Put the seed in a pot. Put soil in the pot. Give it water. Set the pot in the sun. A root can grow down. A stem can grow up. Look for a leaf. A plant can grow from a seed.

A Tiny Plant Factory teacher record

Design band K | Informational | 52 body words | Not a calibrated grade level

Approximate text metrics: 10 sentences | 5.2 words/sentence | FKGL -1.1 | FRE 112.1

Student _____ Date _____ Examiner _____

Mode: oral / silent / listening Prior exposure: no / yes Supports _____

Background question: What do you know about plants?

Neutral introduction: This is an informational text called A Tiny Plant Factory. Read to find out what it says.

Text for marking	Cumulative words
A seed is a tiny plant package. A seed is small. Put the seed in a	16
pot. Put soil in the pot. Give it water. Set the pot in the sun. A	32
root can grow down. A stem can grow up. Look for a leaf. A plant can	48
grow from a seed.	52

Errors ____ Self-corrections ____ Insertions ____ Completed: yes / no Stop word ____

Accuracy ____ % Optional elapsed seconds ____ Full-passage correct words/min ____

Phrasing / expression / effort / pauses: _____

A Tiny Plant Factory meaning record

Design band K | Retell before questions | Student _____

Say: "Start at the beginning and tell the events in order." For informational text: "Tell the main ideas in the order the text explains them." Remove the text for this retell. Record independent recall first; then use the neutral prompts in the directions.

Five retell ideas Mark I = recalled independently; P = added after a neutral prompt; 0 = absent or inaccurate. Each unit earns at most one point. Accept equivalent wording and meaningful paraphrases.

1. A seed is placed in a pot. | I / P / 0

2. Soil is put in the pot. | I / P / 0

3. The seed receives water and sunlight. | I / P / 0

4. A root grows downward and a stem upward. | I / P / 0

5. A leaf appears as a plant grows. | I / P / 0

Independent ____ / 5 | Added after prompts ____ | Total with prompts ____ / 5

Sequence: coherent / partly ordered / unclear | Inaccurate additions _____

Exact retell and prompts used (continue on a separate sheet if needed) _____

_____

_____

Five comprehension questions Return the passage and allow look-back. Three explicit questions ask for information stated in the text. Two implicit questions require a text-supported inference. Each earns 1 or 0. Accept equivalent wording.

1. Where do you put the seed? [Explicit]
Essential answer: In a pot.
Response _____ Correct 1 / 0

2. What can grow down? [Explicit]
Essential answer: A root.
Response _____ Correct 1 / 0

3. What should you look for? [Explicit]
Essential answer: A leaf.
Response _____ Correct 1 / 0

4. Why does the seed need a pot with soil? [Implicit]
Essential answer: The soil gives the growing plant a place to grow; roots can grow in it.
Response _____ Correct 1 / 0

5. What change could show that the seed is growing? [Implicit]
Essential answer: A root, stem, or leaf appears.
Response _____ Correct 1 / 0

Explicit ____ / 3 | Implicit ____ / 2 | Total ____ / 5

Look-back use / neutral prompts _____

Scores describe this sample. A 5/5 retell or question total does not establish grade-level proficiency. Keep independent and prompted retell totals separate.

The Lunchbox Thief

Student passage | Narrative

Zoe put her lunchbox on a bench. Then she went to fill her water bottle. When she came back, the box was open. Her sandwich was gone. A duck stood beside the bench with bread in its beak. "That is my lunch!" Zoe said. The duck waddled away. Zoe followed until the duck dropped the bread into a muddy puddle. She stopped. "You can keep it," she told the duck. Her teacher shared some crackers. At lunch, Zoe sat beside her friend. The duck sat beside the puddle. Neither one looked pleased with the sandwich.

The Lunchbox Thief teacher record

Design band 1 | Narrative | 95 body words | Not a calibrated grade level

Approximate text metrics: 15 sentences | 6.3 words/sentence | FKGL 1.5 | FRE 95.3

Student _____ Date _____ Examiner _____

Mode: oral / silent / listening Prior exposure: no / yes Supports _____

Background question: Have you had to solve a problem or change a plan?

Neutral introduction: This is a story called The Lunchbox Thief. Read to find out what it says.

Text for marking	Cumulative words
Zoe put her lunchbox on a bench. Then she went to fill her water bottle. When	16
she came back, the box was open. Her sandwich was gone. A duck stood beside the	32
bench with bread in its beak. "That is my lunch!" Zoe said. The duck waddled away.	48
Zoe followed until the duck dropped the bread into a muddy puddle. She stopped. "You can	64
keep it," she told the duck. Her teacher shared some crackers. At lunch, Zoe sat beside	80
her friend. The duck sat beside the puddle. Neither one looked pleased with the sandwich.	95

Errors ____ Self-corrections ____ Insertions ____ Completed: yes / no Stop word ____

Accuracy ____ % Optional elapsed seconds ____ Full-passage correct words/min ____

Phrasing / expression / effort / pauses: _____

The Lunchbox Thief meaning record

Design band 1 | Retell before questions | Student _____

Say: "Start at the beginning and tell the events in order." For informational text: "Tell the main ideas in the order the text explains them." Remove the text for this retell. Record independent recall first; then use the neutral prompts in the directions.

Five retell events Mark I = recalled independently; P = added after a neutral prompt; 0 = absent or inaccurate. Each unit earns at most one point. Accept equivalent wording and meaningful paraphrases.

1. Zoe leaves her lunchbox on a bench. | I / P / 0

2. She returns and discovers her sandwich is gone. | I / P / 0

3. She sees a duck with bread and follows it. | I / P / 0

4. The duck drops the bread in mud, so Zoe gives up on it. | I / P / 0

5. Her teacher shares crackers while the duck remains by the puddle. | I / P / 0

Independent ____ / 5 | Added after prompts ____ | Total with prompts ____ / 5

Sequence: coherent / partly ordered / unclear | Inaccurate additions _____

Exact retell and prompts used (continue on a separate sheet if needed) _____

_____

_____

Five comprehension questions Return the passage and allow look-back. Three explicit questions ask for information stated in the text. Two implicit questions require a text-supported inference. Each earns 1 or 0. Accept equivalent wording.

1. Where does Zoe leave her lunchbox? [Explicit]
Essential answer: On a bench.
Response _____ Correct 1 / 0

2. Where does the duck drop the bread? [Explicit]
Essential answer: In a muddy puddle.
Response _____ Correct 1 / 0

3. What does the teacher share? [Explicit]
Essential answer: Crackers.
Response _____ Correct 1 / 0

4. Why does Zoe tell the duck it can keep the bread? [Implicit]
Essential answer: The bread is muddy and she no longer wants to eat it.
Response _____ Correct 1 / 0

5. Why might the duck look displeased too? [Implicit]
Essential answer: The sandwich is muddy or wet and less appealing.
Response _____ Correct 1 / 0

Explicit ____ / 3 | Implicit ____ / 2 | Total ____ / 5

Look-back use / neutral prompts _____

Scores describe this sample. A 5/5 retell or question total does not establish grade-level proficiency. Keep independent and prompted retell totals separate.

The Tree That Moves Its Shade

Student passage | Informational

A tree stays put, but its shady spot does not. On a sunny day, part of the playground may feel hot. A tree can make a shady spot. Its leaves block some sunlight from reaching the ground. Children can sit there to rest. The shade moves as the sun appears in different places in the sky. A bench that is shady in the morning may be sunny later. Before you sit, look for a cool spot again.

The Tree That Moves Its Shade teacher record

Design band 1 | Informational | 77 body words | Not a calibrated grade level

Approximate text metrics: 8 sentences | 9.6 words/sentence | FKGL 2.9 | FRE 91.6

Student _____ Date _____ Examiner _____

Mode: oral / silent / listening Prior exposure: no / yes Supports _____

Background question: What do you know about shade?

Neutral introduction: This is an informational text called The Tree That Moves Its Shade. Read to find out what it says.

Text for marking	Cumulative words
A tree stays put, but its shady spot does not. On a sunny day, part of	16
the playground may feel hot. A tree can make a shady spot. Its leaves block some	32
sunlight from reaching the ground. Children can sit there to rest. The shade moves as the	48
sun appears in different places in the sky. A bench that is shady in the morning	64
may be sunny later. Before you sit, look for a cool spot again.	77

Errors ____ Self-corrections ____ Insertions ____ Completed: yes / no Stop word ____

Accuracy ____ % Optional elapsed seconds ____ Full-passage correct words/min ____

Phrasing / expression / effort / pauses: _____

The Tree That Moves Its Shade meaning record

Design band 1 | Retell before questions | Student _____

Say: "Start at the beginning and tell the events in order." For informational text: "Tell the main ideas in the order the text explains them." Remove the text for this retell. Record independent recall first; then use the neutral prompts in the directions.

Five retell ideas Mark I = recalled independently; P = added after a neutral prompt; 0 = absent or inaccurate. Each unit earns at most one point. Accept equivalent wording and meaningful paraphrases.

1. A sunny playground can feel hot. | I / P / 0

2. Tree leaves block some sunlight. | I / P / 0

3. Shade gives children a place to rest. | I / P / 0

4. The shade changes position during the day. | I / P / 0

5. A previously shady bench may need to be checked again. | I / P / 0

Independent ____ / 5 | Added after prompts ____ | Total with prompts ____ / 5

Sequence: coherent / partly ordered / unclear | Inaccurate additions _____

Exact retell and prompts used (continue on a separate sheet if needed) _____

_____

_____

Five comprehension questions Return the passage and allow look-back. Three explicit questions ask for information stated in the text. Two implicit questions require a text-supported inference. Each earns 1 or 0. Accept equivalent wording.

1. What blocks some sunlight? [Explicit]
Essential answer: The tree leaves.
Response _____ Correct 1 / 0

2. When might a shady bench become sunny? [Explicit]
Essential answer: Later in the day.
Response _____ Correct 1 / 0

3. What place does the passage describe? [Explicit]
Essential answer: A playground.
Response _____ Correct 1 / 0

4. Why might children rest under a tree? [Implicit]
Essential answer: The shade can be cooler than a sunny place.
Response _____ Correct 1 / 0

5. Why should you check the bench again? [Implicit]
Essential answer: The shade changes position; the bench might now be in sunlight.
Response _____ Correct 1 / 0

Explicit ____ / 3 | Implicit ____ / 2 | Total ____ / 5

Look-back use / neutral prompts _____

Scores describe this sample. A 5/5 retell or question total does not establish grade-level proficiency. Keep independent and prompted retell totals separate.

The Very Important Goose

Student passage | Narrative

Omar made a sign for the school picnic. It said, "Welcome, guests!" He set it beside the gate. A goose marched through first. It stopped at the sign and honked. Then it planted itself in front of the gate. Every time someone approached, the goose honked again. "It thinks it is in charge," Omar whispered. His teacher asked everyone to use the other entrance. Omar carried his sign there. The goose stayed at its post, guarding a gate nobody needed. At the end of the picnic, Omar made one more sign. He held it up where everyone could see it: "Thank you, security goose." The goose honked. Omar bowed. He decided that was probably the closest he would get to a thank-you.

The Very Important Goose teacher record

Design band 2 | Narrative | 122 body words | Not a calibrated grade level

Approximate text metrics: 16 sentences | 7.6 words/sentence | FKGL 2.8 | FRE 88.8

Student _____ Date _____ Examiner _____

Mode: oral / silent / listening Prior exposure: no / yes Supports _____

Background question: Have you had to solve a problem or change a plan?

Neutral introduction: This is a story called The Very Important Goose. Read to find out what it says.

Text for marking	Cumulative words
Omar made a sign for the school picnic. It said, "Welcome, guests!" He set it beside	16
the gate. A goose marched through first. It stopped at the sign and honked. Then it	32
planted itself in front of the gate. Every time someone approached, the goose honked again. "It	48
thinks it is in charge," Omar whispered. His teacher asked everyone to use the other entrance.	64
Omar carried his sign there. The goose stayed at its post, guarding a gate nobody needed.	80
At the end of the picnic, Omar made one more sign. He held it up where	96
everyone could see it: "Thank you, security goose." The goose honked. Omar bowed. He decided that	112
was probably the closest he would get to a thank-you.	122

Errors ____ Self-corrections ____ Insertions ____ Completed: yes / no Stop word ____

Accuracy ____ % Optional elapsed seconds ____ Full-passage correct words/min ____

Phrasing / expression / effort / pauses: _____

The Very Important Goose meaning record

Design band 2 | Retell before questions | Student _____

Say: "Start at the beginning and tell the events in order." For informational text: "Tell the main ideas in the order the text explains them." Remove the text for this retell. Record independent recall first; then use the neutral prompts in the directions.

Five retell events Mark I = recalled independently; P = added after a neutral prompt; 0 = absent or inaccurate. Each unit earns at most one point. Accept equivalent wording and meaningful paraphrases.

1. Omar puts a welcome sign beside the gate. | I / P / 0

2. A goose arrives and stands at the gate. | I / P / 0

3. The goose honks at approaching people. | I / P / 0

4. The teacher sends people to another entrance and Omar moves his sign. | I / P / 0

5. Omar thanks the goose with a new sign and a bow. | I / P / 0

Independent ____ / 5 | Added after prompts ____ | Total with prompts ____ / 5

Sequence: coherent / partly ordered / unclear | Inaccurate additions _____

Exact retell and prompts used (continue on a separate sheet if needed) _____

_____

_____

Five comprehension questions Return the passage and allow look-back. Three explicit questions ask for information stated in the text. Two implicit questions require a text-supported inference. Each earns 1 or 0. Accept equivalent wording.

1. What event is Omar helping prepare? [Explicit]
Essential answer: The school picnic.
Response _____ Correct 1 / 0

2. What does the teacher ask people to do? [Explicit]
Essential answer: Use the other entrance.
Response _____ Correct 1 / 0

3. What does Omar write on the last sign? [Explicit]
Essential answer: Thank you, security goose.
Response _____ Correct 1 / 0

4. Why does Omar call the goose a security goose? [Implicit]
Essential answer: It acts like a guard by blocking the entrance and honking at people.
Response _____ Correct 1 / 0

5. Why is the goose's guarding not useful? [Implicit]
Essential answer: People use a different entrance, so the gate it guards is no longer needed.
Response _____ Correct 1 / 0

Explicit ____ / 3 | Implicit ____ / 2 | Total ____ / 5

Look-back use / neutral prompts _____

Scores describe this sample. A 5/5 retell or question total does not establish grade-level proficiency. Keep independent and prompted retell totals separate.

Worms on the Wrong Road

Student passage | Informational

A sidewalk is a road for people, but after rain it can become a worm traffic jam. After rain, you may see little worms on a sidewalk. Earthworms usually live in soil. Their bodies need to stay moist. When rain makes the surface wet, some worms move above ground. A sidewalk can become a dangerous place when it dries. A worm may lose the moisture it needs. If an adult says it is safe, you can gently move a stranded worm to nearby damp soil. Do not put it in a deep puddle. Worms are small, but they do useful work. As they move through soil, they make spaces where air and water can travel.

Worms on the Wrong Road teacher record

Design band 2 | Informational | 115 body words | Not a calibrated grade level

Approximate text metrics: 11 sentences | 10.5 words/sentence | FKGL 3.6 | FRE 88.1

Student _____ Date _____ Examiner _____

Mode: oral / silent / listening Prior exposure: no / yes Supports _____

Background question: What do you know about worms?

Neutral introduction: This is an informational text called Worms on the Wrong Road. Read to find out what it says.

Text for marking	Cumulative words
A sidewalk is a road for people, but after rain it can become a worm traffic	16
jam. After rain, you may see little worms on a sidewalk. Earthworms usually live in soil.	32
Their bodies need to stay moist. When rain makes the surface wet, some worms move above	48
ground. A sidewalk can become a dangerous place when it dries. A worm may lose the	64
moisture it needs. If an adult says it is safe, you can gently move a stranded	80
worm to nearby damp soil. Do not put it in a deep puddle. Worms are small,	96
but they do useful work. As they move through soil, they make spaces where air and	112
water can travel.	115

Errors ____ Self-corrections ____ Insertions ____ Completed: yes / no Stop word ____

Accuracy ____ % Optional elapsed seconds ____ Full-passage correct words/min ____

Phrasing / expression / effort / pauses: _____

Worms on the Wrong Road meaning record

Design band 2 | Retell before questions | Student _____

Say: "Start at the beginning and tell the events in order." For informational text: "Tell the main ideas in the order the text explains them." Remove the text for this retell. Record independent recall first; then use the neutral prompts in the directions.

Five retell ideas Mark I = recalled independently; P = added after a neutral prompt; 0 = absent or inaccurate. Each unit earns at most one point. Accept equivalent wording and meaningful paraphrases.

1. Worms usually live in soil and need moisture. | I / P / 0

2. Some move above ground when rain wets the surface. | I / P / 0

3. A drying sidewalk can cause moisture loss. | I / P / 0

4. A stranded worm can be moved safely to damp soil with adult approval. | I / P / 0

5. Worms make spaces that let air and water travel in soil. | I / P / 0

Independent ____ / 5 | Added after prompts ____ | Total with prompts ____ / 5

Sequence: coherent / partly ordered / unclear | Inaccurate additions _____

Exact retell and prompts used (continue on a separate sheet if needed) _____

_____

_____

Five comprehension questions Return the passage and allow look-back. Three explicit questions ask for information stated in the text. Two implicit questions require a text-supported inference. Each earns 1 or 0. Accept equivalent wording.

1. Where do earthworms usually live? [Explicit]
Essential answer: In soil.
Response _____ Correct 1 / 0

2. What useful work does the passage describe? [Explicit]
Essential answer: Making spaces for air and water to travel through soil.
Response _____ Correct 1 / 0

3. What should you avoid putting the worm in? [Explicit]
Essential answer: A deep puddle.
Response _____ Correct 1 / 0

4. Why can a dry sidewalk be dangerous? [Implicit]
Essential answer: A worm may dry out and lose needed moisture.
Response _____ Correct 1 / 0

5. Why is damp soil a better place than a deep puddle? [Implicit]
Essential answer: It provides moisture and the worm's usual habitat without leaving it in deep water.
Response _____ Correct 1 / 0

Explicit ____ / 3 | Implicit ____ / 2 | Total ____ / 5

Look-back use / neutral prompts _____

Scores describe this sample. A 5/5 retell or question total does not establish grade-level proficiency. Keep independent and prompted retell totals separate.

The Dragon With Hiccups

Student passage | Narrative

Nora won the part of the dragon in the class play. She practiced a roar that rattled the classroom windows. On performance day, she stepped onto the stage, opened her mouth, and hiccupped. The knight stared at her. Nora tried again. "Hic!" Someone in the audience giggled. Nora could run offstage, or she could give her dragon a problem. "I ate a wizard," she announced. "He was extremely spicy." The knight lowered his cardboard sword. "Would water help?" he asked. Nora nodded fiercely. He handed her an imaginary cup. She took an imaginary drink and let out one last tiny hiccup. "Much better," she said. They bowed together. After the show, her teacher asked whether they had planned the scene. Nora shook her head. The knight said that rescuing a dragon seemed more interesting than fighting one. Nora agreed. Next time, though, she hoped to rescue the dragon before it ate any wizards.

The Dragon With Hiccups teacher record

Design band 3 | Narrative | 153 body words | Not a calibrated grade level

Approximate text metrics: 23 sentences | 6.7 words/sentence | FKGL 3.4 | FRE 82.3

Student _____ Date _____ Examiner _____

Mode: oral / silent / listening Prior exposure: no / yes Supports _____

Background question: Have you had to solve a problem or change a plan?

Neutral introduction: This is a story called The Dragon With Hiccups. Read to find out what it says.

Text for marking	Cumulative words
Nora won the part of the dragon in the class play. She practiced a roar that	16
rattled the classroom windows. On performance day, she stepped onto the stage, opened her mouth, and	32
hiccupped. The knight stared at her. Nora tried again. "Hic!" Someone in the audience giggled. Nora	48
could run offstage, or she could give her dragon a problem. "I ate a wizard," she	64
announced. "He was extremely spicy." The knight lowered his cardboard sword. "Would water help?" he asked.	80
Nora nodded fiercely. He handed her an imaginary cup. She took an imaginary drink and let	96
out one last tiny hiccup. "Much better," she said. They bowed together. After the show, her	112
teacher asked whether they had planned the scene. Nora shook her head. The knight said that	128
rescuing a dragon seemed more interesting than fighting one. Nora agreed. Next time, though, she hoped	144
to rescue the dragon before it ate any wizards.	153

Errors ____ Self-corrections ____ Insertions ____ Completed: yes / no Stop word ____

Accuracy ____ % Optional elapsed seconds ____ Full-passage correct words/min ____

Phrasing / expression / effort / pauses: _____

The Dragon With Hiccups meaning record

Design band 3 | Retell before questions | Student _____

Say: "Start at the beginning and tell the events in order." For informational text: "Tell the main ideas in the order the text explains them." Remove the text for this retell. Record independent recall first; then use the neutral prompts in the directions.

Five retell events Mark I = recalled independently; P = added after a neutral prompt; 0 = absent or inaccurate. Each unit earns at most one point. Accept equivalent wording and meaningful paraphrases.

1. Nora prepares to play a roaring dragon. | I / P / 0

2. She hiccups instead of roaring onstage. | I / P / 0

3. She invents a story about eating a spicy wizard. | I / P / 0

4. The knight offers imaginary water and she drinks it. | I / P / 0

5. They finish the scene and discuss their unplanned solution. | I / P / 0

Independent ____ / 5 | Added after prompts ____ | Total with prompts ____ / 5

Sequence: coherent / partly ordered / unclear | Inaccurate additions _____

Exact retell and prompts used (continue on a separate sheet if needed) _____

_____

_____

Five comprehension questions Return the passage and allow look-back. Three explicit questions ask for information stated in the text. Two implicit questions require a text-supported inference. Each earns 1 or 0. Accept equivalent wording.

1. What part does Nora play? [Explicit]
Essential answer: The dragon.
Response _____ Correct 1 / 0

2. What does the knight offer? [Explicit]
Essential answer: Water in an imaginary cup.
Response _____ Correct 1 / 0

3. What does Nora say caused the hiccups? [Explicit]
Essential answer: She ate an extremely spicy wizard.
Response _____ Correct 1 / 0

4. Why does Nora invent the wizard story? [Implicit]
Essential answer: To keep the scene going and make the unexpected hiccups part of the play.
Response _____ Correct 1 / 0

5. What shows the knight cooperates with Nora? [Implicit]
Essential answer: He responds to the new problem, puts down his sword, and offers water.
Response _____ Correct 1 / 0

Explicit ____ / 3 | Implicit ____ / 2 | Total ____ / 5

Look-back use / neutral prompts _____

Scores describe this sample. A 5/5 retell or question total does not establish grade-level proficiency. Keep independent and prompted retell totals separate.

A Garden Without a Yard

Student passage | Informational

Could your garden fit beside your shoes? You do not need a large yard to grow a small garden. A container can hold soil on a porch or beside a sunny window. However, not every container works equally well. Roots need room, and extra water needs a way to leave. A pot with holes in the bottom helps keep water from collecting around the roots. The gardener also has to notice sunlight. Some plants need many hours of sun; others tolerate more shade. Before choosing a plant, read its care directions. Check the soil regularly instead of watering only because it is a certain day. Weather and container size affect how quickly soil dries. Growing in a small space still requires planning, but careful choices can turn an empty corner into a useful garden.

A Garden Without a Yard teacher record

Design band 3 | Informational | 134 body words | Not a calibrated grade level

Approximate text metrics: 12 sentences | 11.2 words/sentence | FKGL 6.0 | FRE 71.8

Student _____ Date _____ Examiner _____

Mode: oral / silent / listening Prior exposure: no / yes Supports _____

Background question: What do you know about container gardens?

Neutral introduction: This is an informational text called A Garden Without a Yard. Read to find out what it says.

Text for marking	Cumulative words
Could your garden fit beside your shoes? You do not need a large yard to grow	16
a small garden. A container can hold soil on a porch or beside a sunny window.	32
However, not every container works equally well. Roots need room, and extra water needs a way	48
to leave. A pot with holes in the bottom helps keep water from collecting around the	64
roots. The gardener also has to notice sunlight. Some plants need many hours of sun; others	80
tolerate more shade. Before choosing a plant, read its care directions. Check the soil regularly instead	96
of watering only because it is a certain day. Weather and container size affect how quickly	112
soil dries. Growing in a small space still requires planning, but careful choices can turn an	128
empty corner into a useful garden.	134

Errors ____ Self-corrections ____ Insertions ____ Completed: yes / no Stop word ____

Accuracy ____ % Optional elapsed seconds ____ Full-passage correct words/min ____

Phrasing / expression / effort / pauses: _____

A Garden Without a Yard meaning record

Design band 3 | Retell before questions | Student _____

Say: "Start at the beginning and tell the events in order." For informational text: "Tell the main ideas in the order the text explains them." Remove the text for this retell. Record independent recall first; then use the neutral prompts in the directions.

Five retell ideas Mark I = recalled independently; P = added after a neutral prompt; 0 = absent or inaccurate. Each unit earns at most one point. Accept equivalent wording and meaningful paraphrases.

1. A container allows gardening in a small space. | I / P / 0

2. Roots need room and extra water needs to drain. | I / P / 0

3. Holes in a pot help prevent water collecting around roots. | I / P / 0

4. Plant choice should match sunlight and care needs. | I / P / 0

5. Soil should be checked because drying depends on weather and container size. | I / P / 0

Independent ____ / 5 | Added after prompts ____ | Total with prompts ____ / 5

Sequence: coherent / partly ordered / unclear | Inaccurate additions _____

Exact retell and prompts used (continue on a separate sheet if needed) _____

_____

_____

Five comprehension questions Return the passage and allow look-back. Three explicit questions ask for information stated in the text. Two implicit questions require a text-supported inference. Each earns 1 or 0. Accept equivalent wording.

1. What helps extra water leave a pot? [Explicit]
Essential answer: Holes in the bottom.
Response _____ Correct 1 / 0

2. Name two things that affect how quickly soil dries. [Explicit]
Essential answer: Weather and container size.
Response _____ Correct 1 / 0

3. Where could a container garden sit? [Explicit]
Essential answer: On a porch or beside a sunny window.
Response _____ Correct 1 / 0

4. Why read care directions before choosing a plant? [Implicit]
Essential answer: To see whether its sunlight and other needs fit the location.
Response _____ Correct 1 / 0

5. Why might a fixed watering schedule be a problem? [Implicit]
Essential answer: The soil may dry at different rates and need different amounts of water.
Response _____ Correct 1 / 0

Explicit ____ / 3 | Implicit ____ / 2 | Total ____ / 5

Look-back use / neutral prompts _____

Scores describe this sample. A 5/5 retell or question total does not establish grade-level proficiency. Keep independent and prompted retell totals separate.

Grandpa Versus the Robot

Student passage | Narrative

Eli's grandfather called the robot vacuum "Captain Crumb." He spoke to it as if it were a new employee. "Kitchen first," he instructed. Captain Crumb rolled directly into a chair. Grandpa folded his arms. "Needs training." Eli moved the chair, and the machine began cleaning. A few minutes later, it swallowed the end of Grandpa's shoelace and stopped. Grandpa looked down. "That is attached to management." Eli switched off the vacuum and gently freed the lace. He suggested clearing the floor before starting again. They picked up shoes, cords, and a small toy dinosaur. Captain Crumb then cleaned the kitchen without stopping. Grandpa watched with satisfaction until he noticed a cookie crumb on his own shirt. He brushed it onto the floor. The vacuum rolled past it. "I see," Grandpa said. "You are on your break." Eli picked up the crumb himself. Training the robot, he decided, might be easier than training Grandpa.

Grandpa Versus the Robot teacher record

Design band 4 | Narrative | 153 body words | Not a calibrated grade level

Approximate text metrics: 21 sentences | 7.3 words/sentence | FKGL 4.0 | FRE 79.5

Student _____ Date _____ Examiner _____

Mode: oral / silent / listening Prior exposure: no / yes Supports _____

Background question: Have you had to solve a problem or change a plan?

Neutral introduction: This is a story called Grandpa Versus the Robot. Read to find out what it says.

Text for marking	Cumulative words
Eli's grandfather called the robot vacuum "Captain Crumb." He spoke to it as if it were	16
a new employee. "Kitchen first," he instructed. Captain Crumb rolled directly into a chair. Grandpa folded	32
his arms. "Needs training." Eli moved the chair, and the machine began cleaning. A few minutes	48
later, it swallowed the end of Grandpa's shoelace and stopped. Grandpa looked down. "That is attached	64
to management." Eli switched off the vacuum and gently freed the lace. He suggested clearing the	80
floor before starting again. They picked up shoes, cords, and a small toy dinosaur. Captain Crumb	96
then cleaned the kitchen without stopping. Grandpa watched with satisfaction until he noticed a cookie crumb	112
on his own shirt. He brushed it onto the floor. The vacuum rolled past it. "I	128
see," Grandpa said. "You are on your break." Eli picked up the crumb himself. Training the	144
robot, he decided, might be easier than training Grandpa.	153

Errors ____ Self-corrections ____ Insertions ____ Completed: yes / no Stop word ____

Accuracy ____ % Optional elapsed seconds ____ Full-passage correct words/min ____

Phrasing / expression / effort / pauses: _____

Grandpa Versus the Robot meaning record

Design band 4 | Retell before questions | Student _____

Say: "Start at the beginning and tell the events in order." For informational text: "Tell the main ideas in the order the text explains them." Remove the text for this retell. Record independent recall first; then use the neutral prompts in the directions.

Five retell events Mark I = recalled independently; P = added after a neutral prompt; 0 = absent or inaccurate. Each unit earns at most one point. Accept equivalent wording and meaningful paraphrases.

1. Grandpa starts the vacuum and gives it instructions. | I / P / 0

2. The vacuum hits a chair, so Eli moves the chair. | I / P / 0

3. It catches Grandpa's shoelace, and Eli stops it and frees the lace. | I / P / 0

4. They clear objects from the floor and restart it successfully. | I / P / 0

5. Grandpa drops a crumb, the vacuum passes it, and Eli picks it up. | I / P / 0

Independent ____ / 5 | Added after prompts ____ | Total with prompts ____ / 5

Sequence: coherent / partly ordered / unclear | Inaccurate additions _____

Exact retell and prompts used (continue on a separate sheet if needed) _____

_____

_____

Five comprehension questions Return the passage and allow look-back. Three explicit questions ask for information stated in the text. Two implicit questions require a text-supported inference. Each earns 1 or 0. Accept equivalent wording.

1. What name does Grandpa give the vacuum? [Explicit]
Essential answer: Captain Crumb.
Response _____ Correct 1 / 0

2. What gets caught in the vacuum? [Explicit]
Essential answer: The end of Grandpa's shoelace.
Response _____ Correct 1 / 0

3. What does Eli do with the last crumb? [Explicit]
Essential answer: Picks it up himself.
Response _____ Correct 1 / 0

4. Why does clearing the floor help? [Implicit]
Essential answer: It removes things that block or tangle the vacuum.
Response _____ Correct 1 / 0

5. Why does Eli think Grandpa needs training? [Implicit]
Essential answer: Grandpa treats the machine like a person and creates another mess after they clean.
Response _____ Correct 1 / 0

Explicit ____ / 3 | Implicit ____ / 2 | Total ____ / 5

Look-back use / neutral prompts _____

Scores describe this sample. A 5/5 retell or question total does not establish grade-level proficiency. Keep independent and prompted retell totals separate.

The Book Hospital

Student passage | Informational

A library can have patients with pages instead of bones. A library book may pass through many hands. Over time, pages can loosen and covers can tear. Repairing a small problem early can keep a book available longer. Library workers first examine the damage. A loose page might need special repair tape, while a damaged binding may require a different method. Ordinary tape is not always a good choice because it can age poorly and damage paper. Sometimes repair is not practical. A book with missing sections cannot serve readers well simply because its cover looks neat. Workers must decide whether to repair it, replace it, or remove it from the collection. These decisions involve both cost and usefulness. Caring for books is therefore more than keeping shelves attractive. It helps readers find complete materials that can survive further use.

The Book Hospital teacher record

Design band 4 | Informational | 140 body words | Not a calibrated grade level

Approximate text metrics: 13 sentences | 10.8 words/sentence | FKGL 7.4 | FRE 61.1

Student _____ Date _____ Examiner _____

Mode: oral / silent / listening Prior exposure: no / yes Supports _____

Background question: What do you know about library books?

Neutral introduction: This is an informational text called The Book Hospital. Read to find out what it says.

Text for marking	Cumulative words
A library can have patients with pages instead of bones. A library book may pass through	16
many hands. Over time, pages can loosen and covers can tear. Repairing a small problem early	32
can keep a book available longer. Library workers first examine the damage. A loose page might	48
need special repair tape, while a damaged binding may require a different method. Ordinary tape is	64
not always a good choice because it can age poorly and damage paper. Sometimes repair is	80
not practical. A book with missing sections cannot serve readers well simply because its cover looks	96
neat. Workers must decide whether to repair it, replace it, or remove it from the collection.	112
These decisions involve both cost and usefulness. Caring for books is therefore more than keeping shelves	128
attractive. It helps readers find complete materials that can survive further use.	140

Errors ____ Self-corrections ____ Insertions ____ Completed: yes / no Stop word ____

Accuracy ____ % Optional elapsed seconds ____ Full-passage correct words/min ____

Phrasing / expression / effort / pauses: _____

The Book Hospital meaning record

Design band 4 | Retell before questions | Student _____

Say: "Start at the beginning and tell the events in order." For informational text: "Tell the main ideas in the order the text explains them." Remove the text for this retell. Record independent recall first; then use the neutral prompts in the directions.

Five retell ideas Mark I = recalled independently; P = added after a neutral prompt; 0 = absent or inaccurate. Each unit earns at most one point. Accept equivalent wording and meaningful paraphrases.

1. Repeated use can loosen pages or tear covers. | I / P / 0

2. Workers examine the damage before choosing a repair. | I / P / 0

3. Different damage requires different methods and ordinary tape can harm paper. | I / P / 0

4. Some books need replacement or removal instead of repair. | I / P / 0

5. Decisions consider cost and usefulness to keep complete materials available. | I / P / 0

Independent ____ / 5 | Added after prompts ____ | Total with prompts ____ / 5

Sequence: coherent / partly ordered / unclear | Inaccurate additions _____

Exact retell and prompts used (continue on a separate sheet if needed) _____

_____

_____

Five comprehension questions Return the passage and allow look-back. Three explicit questions ask for information stated in the text. Two implicit questions require a text-supported inference. Each earns 1 or 0. Accept equivalent wording.

1. Why might ordinary tape be a poor choice? [Explicit]
Essential answer: It can age poorly and damage paper.
Response _____ Correct 1 / 0

2. What three choices may workers consider? [Explicit]
Essential answer: Repair, replace, or remove a book.
Response _____ Correct 1 / 0

3. What can happen to book pages over time? [Explicit]
Essential answer: They can loosen.
Response _____ Correct 1 / 0

4. Why might a neat cover not be enough? [Implicit]
Essential answer: Important sections may be missing; appearance does not ensure usefulness.
Response _____ Correct 1 / 0

5. What is the passage's main idea? [Implicit]
Essential answer: Book care involves choosing practical ways to preserve useful, complete materials.
Response _____ Correct 1 / 0

Explicit ____ / 3 | Implicit ____ / 2 | Total ____ / 5

Look-back use / neutral prompts _____

Scores describe this sample. A 5/5 retell or question total does not establish grade-level proficiency. Keep independent and prompted retell totals separate.

The Principal's Mustache

Student passage | Narrative

Tessa promised that the class fundraiser poster would be unforgettable. She drew a huge picture of Principal Ramos holding a tray of muffins. Then she added a magnificent purple mustache. Principal Ramos did not have a mustache. Tessa thought this was a minor artistic detail. Her partner, Malik, thought they should ask permission. Tessa pictured losing her best joke. Still, they carried the draft to the office. The principal studied it without smiling. "There is a serious problem," she said. Tessa prepared to apologize. "That mustache needs more curl." Malik laughed so hard he nearly dropped the poster. The principal agreed to the picture, provided the poster clearly explained where the money would go. Tessa added that the sale would support new library books. On sale day, several students arrived wearing paper mustaches. Principal Ramos wore the largest one. Tessa learned that asking permission had not ruined the joke. It had supplied a volunteer who took purple facial hair much more seriously than anyone expected.

The Principal's Mustache teacher record

Design band 5 | Narrative | 165 body words | Not a calibrated grade level

Approximate text metrics: 19 sentences | 8.7 words/sentence | FKGL 6.6 | FRE 63.2

Student _____ Date _____ Examiner _____

Mode: oral / silent / listening Prior exposure: no / yes Supports _____

Background question: Have you had to solve a problem or change a plan?

Neutral introduction: This is a story called The Principal's Mustache. Read to find out what it says.

Text for marking	Cumulative words
Tessa promised that the class fundraiser poster would be unforgettable. She drew a huge picture of	16
Principal Ramos holding a tray of muffins. Then she added a magnificent purple mustache. Principal Ramos	32
did not have a mustache. Tessa thought this was a minor artistic detail. Her partner, Malik,	48
thought they should ask permission. Tessa pictured losing her best joke. Still, they carried the draft	64
to the office. The principal studied it without smiling. "There is a serious problem," she said.	80
Tessa prepared to apologize. "That mustache needs more curl." Malik laughed so hard he nearly dropped	96
the poster. The principal agreed to the picture, provided the poster clearly explained where the money	112
would go. Tessa added that the sale would support new library books. On sale day, several	128
students arrived wearing paper mustaches. Principal Ramos wore the largest one. Tessa learned that asking permission	144
had not ruined the joke. It had supplied a volunteer who took purple facial hair much	160
more seriously than anyone expected.	165

Errors ____ Self-corrections ____ Insertions ____ Completed: yes / no Stop word ____

Accuracy ____ % Optional elapsed seconds ____ Full-passage correct words/min ____

Phrasing / expression / effort / pauses: _____

The Principal's Mustache meaning record

Design band 5 | Retell before questions | Student _____

Say: "Start at the beginning and tell the events in order." For informational text: "Tell the main ideas in the order the text explains them." Remove the text for this retell. Record independent recall first; then use the neutral prompts in the directions.

Five retell events Mark I = recalled independently; P = added after a neutral prompt; 0 = absent or inaccurate. Each unit earns at most one point. Accept equivalent wording and meaningful paraphrases.

1. Tessa draws the principal with a purple mustache for a fundraiser poster. | I / P / 0

2. Malik suggests asking permission. | I / P / 0

3. They show the draft to the principal. | I / P / 0

4. The principal approves with a request for more curl and a clear fundraising purpose. | I / P / 0

5. Students and the principal wear paper mustaches at the sale. | I / P / 0

Independent ____ / 5 | Added after prompts ____ | Total with prompts ____ / 5

Sequence: coherent / partly ordered / unclear | Inaccurate additions _____

Exact retell and prompts used (continue on a separate sheet if needed) _____

_____

_____

Five comprehension questions Return the passage and allow look-back. Three explicit questions ask for information stated in the text. Two implicit questions require a text-supported inference. Each earns 1 or 0. Accept equivalent wording.

1. Who suggests asking permission? [Explicit]
Essential answer: Malik.
Response _____ Correct 1 / 0

2. What change does the principal request for the mustache? [Explicit]
Essential answer: More curl.
Response _____ Correct 1 / 0

3. What will the fundraiser support? [Explicit]
Essential answer: New library books.
Response _____ Correct 1 / 0

4. Why does Tessa hesitate to ask permission? [Implicit]
Essential answer: She worries the principal will reject the joke.
Response _____ Correct 1 / 0

5. How does the principal's response change the fundraiser? [Implicit]
Essential answer: Her approval and participation encourage others to join the joke while clarifying its purpose.
Response _____ Correct 1 / 0

Explicit ____ / 3 | Implicit ____ / 2 | Total ____ / 5

Look-back use / neutral prompts _____

Scores describe this sample. A 5/5 retell or question total does not establish grade-level proficiency. Keep independent and prompted retell totals separate.

Before You Throw It Away

Student passage | Informational

A broken object can look like trash before anyone discovers what is wrong with it. At a community repair event, volunteers help neighbors examine broken household objects. A loose wire, worn button, or damaged handle may be easier to fix than an owner expects. Repair can reduce waste and help people understand how their belongings work. Yet a repair table is not a promise that every object will leave as good as new. Volunteers need appropriate tools and knowledge. Some repairs involve electricity or other hazards and require a qualified professional. Others cost more than replacing the item. Before beginning, volunteers ask what happened, inspect the object, and explain possible choices. Owners can then decide whether to continue. A successful event may include objects that remain broken. If an owner learns why a repair is unsafe or impractical, the conversation has still provided useful information. The goal is thoughtful decision making as well as restoring objects. Communities can support this goal by organizing materials, making safety expectations clear, and allowing time for explanations.

Before You Throw It Away teacher record

Design band 5 | Informational | 173 body words | Not a calibrated grade level

Approximate text metrics: 14 sentences | 12.4 words/sentence | FKGL 9.6 | FRE 48.1

Student _____ Date _____ Examiner _____

Mode: oral / silent / listening Prior exposure: no / yes Supports _____

Background question: What do you know about repairing objects?

Neutral introduction: This is an informational text called Before You Throw It Away. Read to find out what it says.

Text for marking	Cumulative words
A broken object can look like trash before anyone discovers what is wrong with it. At	16
a community repair event, volunteers help neighbors examine broken household objects. A loose wire, worn button,	32
or damaged handle may be easier to fix than an owner expects. Repair can reduce waste	48
and help people understand how their belongings work. Yet a repair table is not a promise	64
that every object will leave as good as new. Volunteers need appropriate tools and knowledge. Some	80
repairs involve electricity or other hazards and require a qualified professional. Others cost more than replacing	96
the item. Before beginning, volunteers ask what happened, inspect the object, and explain possible choices. Owners	112
can then decide whether to continue. A successful event may include objects that remain broken. If	128
an owner learns why a repair is unsafe or impractical, the conversation has still provided useful	144
information. The goal is thoughtful decision making as well as restoring objects. Communities can support this	160
goal by organizing materials, making safety expectations clear, and allowing time for explanations.	173

Errors ____ Self-corrections ____ Insertions ____ Completed: yes / no Stop word ____

Accuracy ____ % Optional elapsed seconds ____ Full-passage correct words/min ____

Phrasing / expression / effort / pauses: _____

Before You Throw It Away meaning record

Design band 5 | Retell before questions | Student _____

Say: "Start at the beginning and tell the events in order." For informational text: "Tell the main ideas in the order the text explains them." Remove the text for this retell. Record independent recall first; then use the neutral prompts in the directions.

Five retell ideas Mark I = recalled independently; P = added after a neutral prompt; 0 = absent or inaccurate. Each unit earns at most one point. Accept equivalent wording and meaningful paraphrases.

1. Volunteers examine broken objects with neighbors. | I / P / 0

2. Some simple repairs can reduce waste and build understanding. | I / P / 0

3. Safety, tools, expertise, and cost limit what can be repaired. | I / P / 0

4. Volunteers explain choices so owners can decide. | I / P / 0

5. Learning why repair is impractical can still make the event useful. | I / P / 0

Independent ____ / 5 | Added after prompts ____ | Total with prompts ____ / 5

Sequence: coherent / partly ordered / unclear | Inaccurate additions _____

Exact retell and prompts used (continue on a separate sheet if needed) _____

_____

_____

Five comprehension questions Return the passage and allow look-back. Three explicit questions ask for information stated in the text. Two implicit questions require a text-supported inference. Each earns 1 or 0. Accept equivalent wording.

1. Name two possible simple repairs mentioned. [Explicit]
Essential answer: A loose wire, worn button, or damaged handle; any two.
Response _____ Correct 1 / 0

2. What do volunteers do before beginning? [Explicit]
Essential answer: Ask what happened, inspect the object, and explain choices.
Response _____ Correct 1 / 0

3. Who may be needed for hazardous repairs? [Explicit]
Essential answer: A qualified professional.
Response _____ Correct 1 / 0

4. Why can an event succeed even if an object remains broken? [Implicit]
Essential answer: The owner may learn why repair is unsafe or impractical.
Response _____ Correct 1 / 0

5. How does the passage qualify the benefits of repair? [Implicit]
Essential answer: It explains limitations involving expertise, safety, and cost.
Response _____ Correct 1 / 0

Explicit ____ / 3 | Implicit ____ / 2 | Total ____ / 5

Look-back use / neutral prompts _____

Scores describe this sample. A 5/5 retell or question total does not establish grade-level proficiency. Keep independent and prompted retell totals separate.

The Accidental Duck Expert

Student passage | Narrative

Jordan joined the school trivia team because he knew a great deal about space. Unfortunately, the practice round contained eleven questions about ducks. He missed the first four and began to suspect a conspiracy. Priya knew the answers because she volunteered at a wildlife center. Jordan suggested skipping to the space category. "At the actual contest," Priya said, "the questions will not ask what makes you comfortable." Jordan accepted her offer of a lesson. By Friday, he could explain waterproof feathers, webbed feet, and why bread was not an ideal food for wild ducks. At the contest, the final question asked about a satellite. Jordan leaned forward, delighted. Then the host finished the sentence: the satellite was tracking migrating water birds. Jordan and Priya looked at each other. Their answer combined what each had learned. They won by one point. On Monday, Jordan found a rubber duck sitting on his notebook. Someone had taped a tiny paper helmet to its head. He put it beside his science book. An astronaut duck, he admitted, was an excellent reminder that knowledge did not always arrive in the category you ordered.

The Accidental Duck Expert teacher record

Design band 6 | Narrative | 188 body words | Not a calibrated grade level

Approximate text metrics: 18 sentences | 10.4 words/sentence | FKGL 6.7 | FRE 65.7

Student _____ Date _____ Examiner _____

Mode: oral / silent / listening Prior exposure: no / yes Supports _____

Background question: Have you had to solve a problem or change a plan?

Neutral introduction: This is a story called The Accidental Duck Expert. Read to find out what it says.

Text for marking	Cumulative words
Jordan joined the school trivia team because he knew a great deal about space. Unfortunately, the	16
practice round contained eleven questions about ducks. He missed the first four and began to suspect	32
a conspiracy. Priya knew the answers because she volunteered at a wildlife center. Jordan suggested skipping	48
to the space category. "At the actual contest," Priya said, "the questions will not ask what	64
makes you comfortable." Jordan accepted her offer of a lesson. By Friday, he could explain waterproof	80
feathers, webbed feet, and why bread was not an ideal food for wild ducks. At the	96
contest, the final question asked about a satellite. Jordan leaned forward, delighted. Then the host finished	112
the sentence: the satellite was tracking migrating water birds. Jordan and Priya looked at each other.	128
Their answer combined what each had learned. They won by one point. On Monday, Jordan found	144
a rubber duck sitting on his notebook. Someone had taped a tiny paper helmet to its	160
head. He put it beside his science book. An astronaut duck, he admitted, was an excellent	176
reminder that knowledge did not always arrive in the category you ordered.	188

Errors ____ Self-corrections ____ Insertions ____ Completed: yes / no Stop word ____

Accuracy ____ % Optional elapsed seconds ____ Full-passage correct words/min ____

Phrasing / expression / effort / pauses: _____

The Accidental Duck Expert meaning record

Design band 6 | Retell before questions | Student _____

Say: "Start at the beginning and tell the events in order." For informational text: "Tell the main ideas in the order the text explains them." Remove the text for this retell. Record independent recall first; then use the neutral prompts in the directions.

Five retell events Mark I = recalled independently; P = added after a neutral prompt; 0 = absent or inaccurate. Each unit earns at most one point. Accept equivalent wording and meaningful paraphrases.

1. Jordan struggles with duck questions during trivia practice. | I / P / 0

2. Priya explains why he needs knowledge beyond his favorite category. | I / P / 0

3. Jordan studies ducks with her. | I / P / 0

4. They combine space and bird knowledge on the final contest question and win. | I / P / 0

5. Jordan receives a rubber duck with a paper helmet and keeps it as a reminder. | I / P / 0

Independent ____ / 5 | Added after prompts ____ | Total with prompts ____ / 5

Sequence: coherent / partly ordered / unclear | Inaccurate additions _____

Exact retell and prompts used (continue on a separate sheet if needed) _____

_____

_____

Five comprehension questions Return the passage and allow look-back. Three explicit questions ask for information stated in the text. Two implicit questions require a text-supported inference. Each earns 1 or 0. Accept equivalent wording.

1. Where does Priya volunteer? [Explicit]
Essential answer: At a wildlife center.
Response _____ Correct 1 / 0

2. What is taped to the rubber duck? [Explicit]
Essential answer: A tiny paper helmet.
Response _____ Correct 1 / 0

3. By how many points does the team win? [Explicit]
Essential answer: One point.
Response _____ Correct 1 / 0

4. Why does the final question reward their teamwork? [Implicit]
Essential answer: It requires both Jordan's space knowledge and their knowledge of migrating birds.
Response _____ Correct 1 / 0

5. What does the astronaut duck remind Jordan? [Implicit]
Essential answer: Learning beyond his preferred topic can be useful; knowledge can connect across categories.
Response _____ Correct 1 / 0

Explicit ____ / 3 | Implicit ____ / 2 | Total ____ / 5

Look-back use / neutral prompts _____

Scores describe this sample. A 5/5 retell or question total does not establish grade-level proficiency. Keep independent and prompted retell totals separate.

The Club That Doubled

Student passage | Informational

A club can double in size and still fit around a tiny table. A school newsletter reports that attendance at an after-school club doubled. The statement sounds impressive, but readers need more information before judging its importance. An increase from three participants to six is a doubling, just as an increase from fifty to one hundred is. The starting number changes the scale of the result. Readers should also ask what was counted. Did the report count different students, visits, or names on a registration sheet? A student who attended ten meetings might appear once in one count and ten times in another. Neither count is automatically wrong, but they answer different questions. Timing matters too. Comparing a rainy week with a festival week could produce a large change unrelated to a lasting pattern. A useful report identifies the original number, the counting method, and the period of observation. These details do not make the result less interesting. They make its meaning clearer. Numbers can help people make decisions, but a number becomes stronger evidence when readers understand how it was produced.

The Club That Doubled teacher record

Design band 6 | Informational | 182 body words | Not a calibrated grade level

Approximate text metrics: 15 sentences | 12.1 words/sentence | FKGL 8.3 | FRE 57.4

Student _____ Date _____ Examiner _____

Mode: oral / silent / listening Prior exposure: no / yes Supports _____

Background question: What do you know about counting attendance?

Neutral introduction: This is an informational text called The Club That Doubled. Read to find out what it says.

Text for marking	Cumulative words
A club can double in size and still fit around a tiny table. A school newsletter	16
reports that attendance at an after-school club doubled. The statement sounds impressive, but readers need more	32
information before judging its importance. An increase from three participants to six is a doubling, just	48
as an increase from fifty to one hundred is. The starting number changes the scale of	64
the result. Readers should also ask what was counted. Did the report count different students, visits,	80
or names on a registration sheet? A student who attended ten meetings might appear once in	96
one count and ten times in another. Neither count is automatically wrong, but they answer different	112
questions. Timing matters too. Comparing a rainy week with a festival week could produce a large	128
change unrelated to a lasting pattern. A useful report identifies the original number, the counting method,	144
and the period of observation. These details do not make the result less interesting. They make	160
its meaning clearer. Numbers can help people make decisions, but a number becomes stronger evidence when	176
readers understand how it was produced.	182

Errors ____ Self-corrections ____ Insertions ____ Completed: yes / no Stop word ____

Accuracy ____ % Optional elapsed seconds ____ Full-passage correct words/min ____

Phrasing / expression / effort / pauses: _____

The Club That Doubled meaning record

Design band 6 | Retell before questions | Student _____

Say: "Start at the beginning and tell the events in order." For informational text: "Tell the main ideas in the order the text explains them." Remove the text for this retell. Record independent recall first; then use the neutral prompts in the directions.

Five retell ideas Mark I = recalled independently; P = added after a neutral prompt; 0 = absent or inaccurate. Each unit earns at most one point. Accept equivalent wording and meaningful paraphrases.

1. A report says club attendance doubled. | I / P / 0

2. The starting number determines the size of that change. | I / P / 0

3. Counting students, visits, or registrations answers different questions. | I / P / 0

4. Timing and unusual conditions can distort comparisons. | I / P / 0

5. A useful report gives the original number, counting method, and observation period. | I / P / 0

Independent ____ / 5 | Added after prompts ____ | Total with prompts ____ / 5

Sequence: coherent / partly ordered / unclear | Inaccurate additions _____

Exact retell and prompts used (continue on a separate sheet if needed) _____

_____

_____

Five comprehension questions Return the passage and allow look-back. Three explicit questions ask for information stated in the text. Two implicit questions require a text-supported inference. Each earns 1 or 0. Accept equivalent wording.

1. What two changes are both a doubling? [Explicit]
Essential answer: Three to six and fifty to one hundred.
Response _____ Correct 1 / 0

2. What three details should a useful report identify? [Explicit]
Essential answer: Original number, counting method, and observation period.
Response _____ Correct 1 / 0

3. How many meetings does the example student attend? [Explicit]
Essential answer: Ten.
Response _____ Correct 1 / 0

4. Why might visits and different students give different totals? [Implicit]
Essential answer: One student can make multiple visits.
Response _____ Correct 1 / 0

5. Why compare similar observation periods? [Implicit]
Essential answer: To reduce misleading differences caused by temporary circumstances rather than lasting change.
Response _____ Correct 1 / 0

Explicit ____ / 3 | Implicit ____ / 2 | Total ____ / 5

Look-back use / neutral prompts _____

Scores describe this sample. A 5/5 retell or question total does not establish grade-level proficiency. Keep independent and prompted retell totals separate.

The Great Cafeteria Review

Student passage | Narrative

Amara wrote reviews for the school newspaper. When the cafeteria introduced a new bean casserole, she drafted a headline describing it as "a geological event with cheese." Her friends loved the phrase. None of them had tasted the casserole. Amara visited the kitchen before publishing. The cook explained that students had requested a filling vegetarian option and that the first batch had stayed in the oven too long. She offered Amara a serving from a fresh batch. It was better than the rumor, although Amara still disliked the crunchy topping. Back at the newspaper meeting, Amara replaced her headline with "New Casserole Gets a Second Chance." She kept one joke about the topping, clearly describing it as her own opinion. She also included the cook's explanation and comments from three students who had actually tried the food. Her friends complained that the original headline was funnier. Amara agreed. It was also a verdict based on a dish she had never eaten. When the article appeared, the cook sent a note thanking her for tasting before judging. Beneath the note sat a small container of topping. Amara stared at it. Apparently, accurate reporting did not protect anyone from leftovers.

The Great Cafeteria Review teacher record

Design band 7 | Narrative | 198 body words | Not a calibrated grade level

Approximate text metrics: 18 sentences | 11.0 words/sentence | FKGL 7.7 | FRE 59.8

Student _____ Date _____ Examiner _____

Mode: oral / silent / listening Prior exposure: no / yes Supports _____

Background question: Have you had to solve a problem or change a plan?

Neutral introduction: This is a story called The Great Cafeteria Review. Read to find out what it says.

Text for marking	Cumulative words
Amara wrote reviews for the school newspaper. When the cafeteria introduced a new bean casserole, she	16
drafted a headline describing it as "a geological event with cheese." Her friends loved the phrase.	32
None of them had tasted the casserole. Amara visited the kitchen before publishing. The cook explained	48
that students had requested a filling vegetarian option and that the first batch had stayed in	64
the oven too long. She offered Amara a serving from a fresh batch. It was better	80
than the rumor, although Amara still disliked the crunchy topping. Back at the newspaper meeting, Amara	96
replaced her headline with "New Casserole Gets a Second Chance." She kept one joke about the	112
topping, clearly describing it as her own opinion. She also included the cook's explanation and comments	128
from three students who had actually tried the food. Her friends complained that the original headline	144
was funnier. Amara agreed. It was also a verdict based on a dish she had never	160
eaten. When the article appeared, the cook sent a note thanking her for tasting before judging.	176
Beneath the note sat a small container of topping. Amara stared at it. Apparently, accurate reporting	192
did not protect anyone from leftovers.	198

Errors ____ Self-corrections ____ Insertions ____ Completed: yes / no Stop word ____

Accuracy ____ % Optional elapsed seconds ____ Full-passage correct words/min ____

Phrasing / expression / effort / pauses: _____

The Great Cafeteria Review meaning record

Design band 7 | Retell before questions | Student _____

Say: "Start at the beginning and tell the events in order." For informational text: "Tell the main ideas in the order the text explains them." Remove the text for this retell. Record independent recall first; then use the neutral prompts in the directions.

Five retell events Mark I = recalled independently; P = added after a neutral prompt; 0 = absent or inaccurate. Each unit earns at most one point. Accept equivalent wording and meaningful paraphrases.

1. Amara drafts a mocking headline without tasting the casserole. | I / P / 0

2. She visits the kitchen and learns about the request and overcooked first batch. | I / P / 0

3. She tastes a fresh batch and dislikes only the topping. | I / P / 0

4. She revises her review using explanations and actual tasters' comments. | I / P / 0

5. The cook thanks her and sends leftover topping. | I / P / 0

Independent ____ / 5 | Added after prompts ____ | Total with prompts ____ / 5

Sequence: coherent / partly ordered / unclear | Inaccurate additions _____

Exact retell and prompts used (continue on a separate sheet if needed) _____

_____

_____

Five comprehension questions Return the passage and allow look-back. Three explicit questions ask for information stated in the text. Two implicit questions require a text-supported inference. Each earns 1 or 0. Accept equivalent wording.

1. What option had students requested? [Explicit]
Essential answer: A filling vegetarian option.
Response _____ Correct 1 / 0

2. What does Amara still dislike? [Explicit]
Essential answer: The crunchy topping.
Response _____ Correct 1 / 0

3. How many students' comments does Amara include? [Explicit]
Essential answer: Three.
Response _____ Correct 1 / 0

4. Why is the revised article fairer? [Implicit]
Essential answer: It uses firsthand tasting and other evidence, distinguishes opinion, and includes context.
Response _____ Correct 1 / 0

5. Why is the final container amusing to Amara? [Implicit]
Essential answer: She receives extra topping, the part she said she disliked, despite her careful review.
Response _____ Correct 1 / 0

Explicit ____ / 3 | Implicit ____ / 2 | Total ____ / 5

Look-back use / neutral prompts _____

Scores describe this sample. A 5/5 retell or question total does not establish grade-level proficiency. Keep independent and prompted retell totals separate.

A Roof With a Sun Problem

Student passage | Informational

If a roof could complain about the weather, a sunny afternoon might give it plenty to say. Some communities consider lighter-colored roofs as one way to reduce heat absorbed by buildings. A surface that reflects more sunlight may remain cooler than one that absorbs more, although roofing material and surrounding conditions also matter. To investigate a local question, students built two small model buildings with matching dimensions. They used the same wall material and placed the models side by side. One roof was dark and the other was light. Students recorded temperatures at set times on several sunny days. These choices improved the comparison, but the models could not represent every feature of real buildings. Full-sized buildings have insulation, ventilation, occupants, and sometimes air conditioning. A nearby tree might also affect exposure to sunlight. The students therefore described their result narrowly: under their test conditions, one model became warmer than the other. They did not claim that repainting every roof would produce the same temperature change indoors. Their experiment offered evidence about a particular comparison and suggested questions for a larger study. Useful investigations often begin this way, with a limited finding and an explicit account of its boundaries.

A Roof With a Sun Problem teacher record

Design band 7 | Informational | 199 body words | Not a calibrated grade level

Approximate text metrics: 14 sentences | 14.2 words/sentence | FKGL 10.5 | FRE 44.9

Student _____ Date _____ Examiner _____

Mode: oral / silent / listening Prior exposure: no / yes Supports _____

Background question: What do you know about testing roof materials?

Neutral introduction: This is an informational text called A Roof With a Sun Problem. Read to find out what it says.

Text for marking	Cumulative words
If a roof could complain about the weather, a sunny afternoon might give it plenty to	16
say. Some communities consider lighter-colored roofs as one way to reduce heat absorbed by buildings. A	32
surface that reflects more sunlight may remain cooler than one that absorbs more, although roofing material	48
and surrounding conditions also matter. To investigate a local question, students built two small model buildings	64
with matching dimensions. They used the same wall material and placed the models side by side.	80
One roof was dark and the other was light. Students recorded temperatures at set times on	96
several sunny days. These choices improved the comparison, but the models could not represent every feature	112
of real buildings. Full-sized buildings have insulation, ventilation, occupants, and sometimes air conditioning. A nearby tree	128
might also affect exposure to sunlight. The students therefore described their result narrowly: under their test	144
conditions, one model became warmer than the other. They did not claim that repainting every roof	160
would produce the same temperature change indoors. Their experiment offered evidence about a particular comparison and	176
suggested questions for a larger study. Useful investigations often begin this way, with a limited finding	192
and an explicit account of its boundaries.	199

Errors ____ Self-corrections ____ Insertions ____ Completed: yes / no Stop word ____

Accuracy ____ % Optional elapsed seconds ____ Full-passage correct words/min ____

Phrasing / expression / effort / pauses: _____

A Roof With a Sun Problem meaning record

Design band 7 | Retell before questions | Student _____

Say: "Start at the beginning and tell the events in order." For informational text: "Tell the main ideas in the order the text explains them." Remove the text for this retell. Record independent recall first; then use the neutral prompts in the directions.

Five retell ideas Mark I = recalled independently; P = added after a neutral prompt; 0 = absent or inaccurate. Each unit earns at most one point. Accept equivalent wording and meaningful paraphrases.

1. Roof color can affect how much sunlight a surface reflects or absorbs. | I / P / 0

2. Students build matching models with dark and light roofs. | I / P / 0

3. They measure temperatures under consistent conditions on sunny days. | I / P / 0

4. Models omit features and conditions of full-sized buildings. | I / P / 0

5. The conclusion is limited to the test conditions and suggests further study. | I / P / 0

Independent ____ / 5 | Added after prompts ____ | Total with prompts ____ / 5

Sequence: coherent / partly ordered / unclear | Inaccurate additions _____

Exact retell and prompts used (continue on a separate sheet if needed) _____

_____

_____

Five comprehension questions Return the passage and allow look-back. Three explicit questions ask for information stated in the text. Two implicit questions require a text-supported inference. Each earns 1 or 0. Accept equivalent wording.

1. Name two conditions the students kept the same. [Explicit]
Essential answer: Dimensions, wall material, location/exposure, or recording times; any two supported details.
Response _____ Correct 1 / 0

2. What features of real buildings are mentioned? [Explicit]
Essential answer: Insulation, ventilation, occupants, air conditioning; any two.
Response _____ Correct 1 / 0

3. On what kind of days did students record temperatures? [Explicit]
Essential answer: Sunny days.
Response _____ Correct 1 / 0

4. Why did students describe the result narrowly? [Implicit]
Essential answer: Models omit real-world conditions and the result applies to the tested situation.
Response _____ Correct 1 / 0

5. What distinguishes a useful limited finding from an unsupported generalization? [Implicit]
Essential answer: It reports the observed comparison and acknowledges limits rather than claiming it holds everywhere.
Response _____ Correct 1 / 0

Explicit ____ / 3 | Implicit ____ / 2 | Total ____ / 5

Look-back use / neutral prompts _____

Scores describe this sample. A 5/5 retell or question total does not establish grade-level proficiency. Keep independent and prompted retell totals separate.

The Department of Extremely Serious Problems

Student passage | Narrative

Owen established the Department of Extremely Serious Problems after the class printer produced thirty copies of a blank page. His first official report blamed "a catastrophic shortage of words." The teacher suggested checking the ink cartridge. Owen appointed two classmates as investigators. They found that the cartridge was empty and that someone had sent the same print job several times. One investigator proposed banning all printing. The other wanted to buy a new machine. Owen liked the drama of both solutions, but neither addressed the whole problem. A replacement cartridge would restore the ink; a clear procedure could prevent repeated jobs. The group wrote a short guide asking students to check the screen before pressing print again. They also proposed a notice showing whom to ask when the printer stopped working. During the next week, blank pages disappeared. Repeated jobs became less common, although the group had not counted them carefully enough to claim an exact decrease. Owen wrote that limitation into the final report. His teacher praised the report's honesty. On Friday, someone submitted a new complaint: a stapler had attached a worksheet to a sleeve. Owen examined the evidence and declined to open a department-wide investigation. "This," he announced, "appears to be a highly local problem." He handed over the staple remover. The department remained extremely serious. Its director was learning when a small, specific solution was enough.

The Department of Extremely Serious Problems teacher record

Design band 8 | Narrative | 230 body words | Not a calibrated grade level

Approximate text metrics: 21 sentences | 11.0 words/sentence | FKGL 8.4 | FRE 54.5

Student _____ Date _____ Examiner _____

Mode: oral / silent / listening Prior exposure: no / yes Supports _____

Background question: Have you had to solve a problem or change a plan?

Neutral introduction: This is a story called The Department of Extremely Serious Problems. Read to find out what it says.

Text for marking	Cumulative words
Owen established the Department of Extremely Serious Problems after the class printer produced thirty copies of	16
a blank page. His first official report blamed "a catastrophic shortage of words." The teacher suggested	32
checking the ink cartridge. Owen appointed two classmates as investigators. They found that the cartridge was	48
empty and that someone had sent the same print job several times. One investigator proposed banning	64
all printing. The other wanted to buy a new machine. Owen liked the drama of both	80
solutions, but neither addressed the whole problem. A replacement cartridge would restore the ink; a clear	96
procedure could prevent repeated jobs. The group wrote a short guide asking students to check the	112
screen before pressing print again. They also proposed a notice showing whom to ask when the	128
printer stopped working. During the next week, blank pages disappeared. Repeated jobs became less common, although	144
the group had not counted them carefully enough to claim an exact decrease. Owen wrote that	160
limitation into the final report. His teacher praised the report's honesty. On Friday, someone submitted a	176
new complaint: a stapler had attached a worksheet to a sleeve. Owen examined the evidence and	192
declined to open a department-wide investigation. "This," he announced, "appears to be a highly local problem."	208
He handed over the staple remover. The department remained extremely serious. Its director was learning when	224
a small, specific solution was enough.	230

Errors ____ Self-corrections ____ Insertions ____ Completed: yes / no Stop word ____

Accuracy ____ % Optional elapsed seconds ____ Full-passage correct words/min ____

Phrasing / expression / effort / pauses: _____

The Department of Extremely Serious Problems meaning record

Design band 8 | Retell before questions | Student _____

Say: "Start at the beginning and tell the events in order." For informational text: "Tell the main ideas in the order the text explains them." Remove the text for this retell. Record independent recall first; then use the neutral prompts in the directions.

Five retell events Mark I = recalled independently; P = added after a neutral prompt; 0 = absent or inaccurate. Each unit earns at most one point. Accept equivalent wording and meaningful paraphrases.

1. Owen creates a department after the printer produces blank pages. | I / P / 0

2. Investigators find an empty ink cartridge and repeated print jobs. | I / P / 0

3. The group considers dramatic solutions but chooses ink replacement and clearer procedures. | I / P / 0

4. They observe improvement and acknowledge that their counts do not support an exact decrease. | I / P / 0

5. Owen resolves a stapled sleeve with a staple remover instead of a large investigation. | I / P / 0

Independent ____ / 5 | Added after prompts ____ | Total with prompts ____ / 5

Sequence: coherent / partly ordered / unclear | Inaccurate additions _____

Exact retell and prompts used (continue on a separate sheet if needed) _____

_____

_____

Five comprehension questions Return the passage and allow look-back. Three explicit questions ask for information stated in the text. Two implicit questions require a text-supported inference. Each earns 1 or 0. Accept equivalent wording.

1. How many blank pages does the printer produce? [Explicit]
Essential answer: Thirty.
Response _____ Correct 1 / 0

2. What two causes do the investigators find? [Explicit]
Essential answer: An empty ink cartridge and the same job being sent several times.
Response _____ Correct 1 / 0

3. What tool does Owen provide at the end? [Explicit]
Essential answer: A staple remover.
Response _____ Correct 1 / 0

4. Why does Owen reject the dramatic solutions? [Implicit]
Essential answer: They are broader than necessary and do not address the specific causes as well.
Response _____ Correct 1 / 0

5. Why include the counting limitation in the report? [Implicit]
Essential answer: It prevents claiming an exact improvement that their evidence cannot support.
Response _____ Correct 1 / 0

Explicit ____ / 3 | Implicit ____ / 2 | Total ____ / 5

Look-back use / neutral prompts _____

Scores describe this sample. A 5/5 retell or question total does not establish grade-level proficiency. Keep independent and prompted retell totals separate.

Eight Arms and No Respect for Personal Space

Student passage | Informational

Imagine trying to play hide-and-seek with an animal that can change color, squeeze into a narrow space, and reach around a rock without moving its entire body. A giant Pacific octopus would have an unfair advantage. You might spend the whole game introducing yourself to what you thought was a rock.

An octopus has eight arms lined with suckers. These help it grip surfaces and handle prey. Some suckers can also detect chemicals, allowing the animal to taste what it touches. For an octopus, exploring a crevice can involve reaching and tasting at the same time. Imagine checking your lunch by poking it with a finger that could taste the sandwich.

Its body is soft, but its mouth contains a hard beak. That beak can tear food, including prey protected by shells. The contrast matters: the animal can tuck its flexible body into small spaces while still having a firm tool for feeding.

Camouflage provides another advantage. A giant Pacific octopus can change its skin color to blend with nearby rocks. Hiding can help it avoid a predator or approach prey without being noticed. When threatened, it can also release a cloud of ink that temporarily obscures the view while it escapes.

These features work together. The octopus can explore, capture food, hide, and retreat using different combinations of its body parts and abilities. Eight arms are impressive, but having eight arms with a useful set of survival tools is even better.

Eight Arms and No Respect for Personal Space teacher record

Design band 8 | Informational | 242 body words | Not a calibrated grade level

Approximate text metrics: 18 sentences | 13.4 words/sentence | FKGL 7.9 | FRE 62.4

Student _____ Date _____ Examiner _____

Mode: oral / silent / listening Prior exposure: no / yes Supports _____

Background question: What do you know about octopuses?

Neutral introduction: This is an informational text called Eight Arms and No Respect for Personal Space. Read to find out what it says.

Text for marking	Cumulative words
Imagine trying to play hide-and-seek with an animal that can change color, squeeze into a narrow	16
space, and reach around a rock without moving its entire body. A giant Pacific octopus would	32
have an unfair advantage. You might spend the whole game introducing yourself to what you thought	48
was a rock. An octopus has eight arms lined with suckers. These help it grip surfaces	64
and handle prey. Some suckers can also detect chemicals, allowing the animal to taste what it	80
touches. For an octopus, exploring a crevice can involve reaching and tasting at the same time.	96
Imagine checking your lunch by poking it with a finger that could taste the sandwich. Its	112
body is soft, but its mouth contains a hard beak. That beak can tear food, including	128
prey protected by shells. The contrast matters: the animal can tuck its flexible body into small	144
spaces while still having a firm tool for feeding. Camouflage provides another advantage. A giant Pacific	160
octopus can change its skin color to blend with nearby rocks. Hiding can help it avoid	176
a predator or approach prey without being noticed. When threatened, it can also release a cloud	192
of ink that temporarily obscures the view while it escapes. These features work together. The octopus	208
can explore, capture food, hide, and retreat using different combinations of its body parts and abilities.	224
Eight arms are impressive, but having eight arms with a useful set of survival tools is	240
even better.	242

Errors ____ Self-corrections ____ Insertions ____ Completed: yes / no Stop word ____

Accuracy ____ % Optional elapsed seconds ____ Full-passage correct words/min ____

Phrasing / expression / effort / pauses: _____

Eight Arms and No Respect for Personal Space meaning record

Design band 8 | Retell before questions | Student _____

Say: "Start at the beginning and tell the events in order." For informational text: "Tell the main ideas in the order the text explains them." Remove the text for this retell. Record independent recall first; then use the neutral prompts in the directions.

Five retell ideas Mark I = recalled independently; P = added after a neutral prompt; 0 = absent or inaccurate. Each unit earns at most one point. Accept equivalent wording and meaningful paraphrases.

1. The giant Pacific octopus can change color, fit into narrow spaces, and reach around rocks. | I / P / 0

2. Its sucker-lined arms help it grip, handle prey, and taste what it touches. | I / P / 0

3. Its flexible body contrasts with a hard beak used to tear food. | I / P / 0

4. Camouflage and an ink cloud can help it avoid threats or escape. | I / P / 0

5. Its features work together to support exploring, feeding, hiding, and retreating. | I / P / 0

Independent ____ / 5 | Added after prompts ____ | Total with prompts ____ / 5

Sequence: coherent / partly ordered / unclear | Inaccurate additions _____

Exact retell and prompts used (continue on a separate sheet if needed) _____

_____

_____

Five comprehension questions Return the passage and allow look-back. Three explicit questions ask for information stated in the text. Two implicit questions require a text-supported inference. Each earns 1 or 0. Accept equivalent wording.

1. How many arms does an octopus have? [Explicit]
Essential answer: Eight.
Response _____ Correct 1 / 0

2. What hard structure does its mouth contain? [Explicit]
Essential answer: A beak.
Response _____ Correct 1 / 0

3. What can it release when threatened? [Explicit]
Essential answer: A cloud of ink.
Response _____ Correct 1 / 0

4. Why is a hard beak useful even though the body is soft? [Implicit]
Essential answer: It provides a firm tool for tearing food while the body remains flexible enough for small spaces.
Response _____ Correct 1 / 0

5. How can camouflage help with both finding food and avoiding danger? [Implicit]
Essential answer: Blending into the surroundings can let it approach prey unseen and make it harder for predators to notice it.
Response _____ Correct 1 / 0

Explicit ____ / 3 | Implicit ____ / 2 | Total ____ / 5

Look-back use / neutral prompts _____

Scores describe this sample. A 5/5 retell or question total does not establish grade-level proficiency. Keep independent and prompted retell totals separate.

Reader profile and instructional plan

Student _____ Date _____ Examiner _____

Student interests, language experience, access needs, and classroom context

_____

_____

Text and mode	Accuracy / rate if applicable	Fluency evidence	Retell and items

Strengths supported by observations

_____

_____

Instructional question to investigate

_____

_____

Additional evidence needed

_____

_____

Specific teaching step and access to grade-level content

_____

_____

Follow-up date and evidence of transfer to an unfamiliar text

_____

_____

Report language: "On [text], read [mode], the student [observed behavior]. With [support], the student [follow-up response]. These observations suggest investigating [skill or knowledge] using [additional assessment]. They do not establish a grade-equivalent reading level."

From observations to instruction

Observed pattern	Check next	Possible instructional response
Effortful word reading with stronger meaning after help	Phoneme awareness, decoding, spelling, automatic recognition	Explicit instruction in the demonstrated word patterns, then connected-text practice
Accurate reading with flat or disrupted phrasing	Unfamiliar vocabulary, phrase boundaries, syntax, effort	Model meaningful phrasing; guided rehearsal and performance with discussion
Accurate oral reading with weak explanations	Vocabulary, background knowledge, language comprehension, item understanding	Build relevant knowledge; discuss relationships and model evidence-based explanations
Detailed retell but difficulty with inferences	What was recalled versus how ideas connect	Ask how and why; model connecting clues and checking an inference
Strong one-text performance and weaker another	Topic familiarity, genre, length, syntax, fatigue	Sample more texts and address the specific barrier
Improvement mainly after repeated reading	Transfer to unfamiliar connected text	Use rehearsal instruction, then examine transfer on an unseen sample

These are hypotheses, not diagnostic rules. Confirm the pattern before choosing a sustained intervention. Pair targeted instruction with opportunities to read, write, discuss, and learn from rich grade-level content.

Supported follow-up record

Text _____ Initial concern _____

Support provided _____ Student response _____

_____

_____

_____

Next independent task _____ Review date _____

Plan for gathering technical evidence

This is a proposed study plan, not evidence already collected. Freeze and identify a version before collecting data; changes to passages, questions, prompts, or scoring require documentation and renewed evaluation.

Content review: Ask literacy, language, accessibility, and classroom experts to review intended construct coverage, passage demands, cultural familiarity, answer keys, and appropriateness across the K-8 population. Revise ambiguous questions and document decisions.

Response processes: Observe and interview students and examiners during pilot administrations. Check how students understand questions, how examiners apply the directions, and whether a task measures the intended behavior.

Scorer agreement: With consent and applicable research approval, have independent trained scorers score the same recorded readings and responses. Examine agreement on word errors, item scores, and descriptive observations; report the sample, training, statistic, uncertainty, and disagreements.

Consistency across occasions and texts: Use an appropriate subset of students and planned intervals to study stability. Counterbalance passage order where appropriate. Examine narrative and informational passages separately. Do not assume equivalent forms or estimate general growth from practiced-text gains.

Relations to other evidence: Compare relevant task results with technically adequate measures of decoding, oral reading, and language comprehension. State the interpretation being evaluated; correlations alone do not validate placement or diagnostic use.

Fairness and consequences: Recruit across grades, language backgrounds, disability and access profiles, and settings. Examine missingness, stopping patterns, topic effects, score variation, and how teachers use results. Protect students from restrictive labels and unsupported decisions.

Reporting: Publish the sample, procedures, version, estimates with uncertainty, limitations, and supported uses. Establish any proposed decision rules through a separate evidence-based process. Until then, retain the pilot label and descriptive interpretation.

References and development notes

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing.* American Educational Research Association.

Open-access standards: https://www.testingstandards.net/open-access-files.html

Fuchs, L. S., Fuchs, D., & Deno, S. L. (1982). Reliability and validity of curriculum-based informal reading inventories. *Reading Research Quarterly, 18*(1), 6-26. https://doi.org/10.2307/747536

The Standards provide the framework for the intended-use, precision, and fairness cautions. The Fuchs and colleagues article is a foundational source on the technical adequacy of curriculum-based IRIs; it does not provide validity or reliability evidence for this new inventory.

The supplied Jennings Informal Reading Assessment was reviewed as an example of an IRI packet structure. Its passages, word lists, questions, and reading-level cutoffs were not reproduced. This inventory uses original draft content and its own disclosed procedures.

Microsoft Support. (n.d.). *Get your document's readability and level statistics in Microsoft Word.* https://support.microsoft.com/en-us/word/get-your-document-s-readability-and-level-statistics-in-microsoft-word

Centers for Disease Control and Prevention. (n.d.). *What makes the Index different from other communication guidelines and readability formulas?* https://www.cdc.gov/ccindex/tool/index-different.html

Monterey Bay Aquarium. (n.d.). *Giant Pacific octopus; Cephalopods.* Factual background for the octopus passage. https://www.montereybayaquarium.org/animals-the-ocean/animals-a-to-z/giant-pacific-octopus and https://www.montereybayaquarium.org/animals-the-ocean/animals-a-to-z/cephalopods

Development status: Draft prepared for Chase Young with AI-assisted writing and document production. Author and expert review, child piloting, factual and accessibility review, and empirical technical evaluation remain to be completed. No endorsement by the authors of cited works is implied.

Before public release: review all passages and keys; test page usability with examiners; review passage progression and age appropriateness; revise based on pilot feedback; identify version changes. If grade labels are retained, keep the design-band caveat visible.

Design choices: Two genre samples per band; five questions per text with two explicit and two implicit items; retell of five events or ideas with neutral prompts recorded separately, followed by look-back questions; full-passage oral scoring; no independent, instructional, or frustration classifications. These choices are transparent draft specifications rather than validated standards.