Colorado State Library

Level It Up! Evaluating Beginning Readers

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Speaker: While we are waiting, feel free to introduce yourself in the chat section in the lower left-hand corner. It's always nice to see who finds us and who shows up! We have someone from Colorado, from Ohio, and we do have a copy of the slides available. They are available on the CSL in Session website. As we go through today, we will do a live rubric, but we will let you know once we get to that point. If you want a copy of the slides, you can download them separately or go along with us today.

[Welcoming guests]

I think we have the pods all set up. So thank you to our transcriptionist for working so quickly! To get us up and running! I'm going to click that to our intro slides, and we will get started in about three more moments.

Thank you so much to our transcriptionist! As people are joining us, we have a couple minutes before we start. But feel free to use the chat area to introduce yourself. Let us know who you are, and we will get started in a couple more moments. Thank you.

Welcome to Shelly from Broomfield in Colorado. Ken from Connecticut, welcome.

I see that Monique has raised her hand. If you have a question for us, feel free to put it in the chat area in the bottom left-hand corner if you are able. And we will get started in just another moment.

It is showing on my computer clock that it is 12 noon here in sunny Colorado. The lats couple of days, not so sunny! Very cold.

Welcome to everyone to our CSL in Session for today. If you haven't had a chance to introduce yourself, feel free. It's in the lower left-hand corner.

I want to give you a little bit of information about CSL in Session in case you haven't attended before. I'm Christine Krieger, the professional development consultant for the Colorado State Library. I also do background tech and those things as we go through.

You are probably used to sessions where you get to kick back, and you hear an expert talk about things. Maybe you are eating your lunch, which is totally cool because in Colorado, it is high noon.

But we're going to do a little bit of experimenting today. What we really hope is to get a bit of a dialogue going about how you level children's books. Katie and Gigi from the Denver Public Library will share a rubric that they use with us. We 100% welcome your questions today, and we hope to learn from you all as you learn from the folks at Denver Public.

The main way to communicate is via the chat in the lower left-hand corner. If you have questions and concerns, pop them in the chat as we go. You can see many people have introduced themselves, and it's always fun to see where people are logging in from.

If you need to get ahold of me for any reason, in the upper left-hand corner where it says Host, if you hover over Colorado State Library, that is me. You can send me a message and I can help you with any tech issues if you have any for some reason. We are recording this, and it will be on our CSL website somewhere between a half hour and hour after this.

We also have live transcription happening. You can typically see it in the far right. I'm also going to put a link in the chat. If you would prefer to see live transcription on a full screen, click on the chat I put in there, and it will open in a new window. And you can see the live transcription there as well.

As I mentioned quickly as people were logging in, we do have a copy of the slides available on the left-hand side where it says Leveled Up Handouts. You can download a PDF of the slides right now. We will work back and forth a little bit later in between the rubric that the Denver Library staff has put together, and each of you can make a copy in Google Sheets. And if you want for any reason to have these book images available, you can download those handouts right now. They are also available on the CSL in Session website if you prefer to kick back and participate in the webinar and get the handouts later.

Without further ado, I'm delighted to introduce the staff from the Denver Public Library. They will walk us through Evaluating Beginning Readers.

Speaker: Thanks, Christine!

Welcome everybody to *Level It Up! Evaluating Beginning Readers*. I'm Katie, and I will be presenting with Gigi today. We are so happy to have you here, not just from Colorado, but all over. It's really exciting.

As we mentioned, we are going to learn how to evaluate beginning readers and children’s books in your collection. Hopefully by the end of this, you will feel confident enough being able to explain access issues regarding beginning readers and leveling, understanding the Beginning Reader Collection Criteria we came up with, and the classification rubric is about evaluating books in beginning reader collections, and then also to be able to evaluate beginning readers yourself.

I am a librarian in the Denver Public Library system. One of the nice things about being a branch librarian is I get to do a little bit of everything, which is great. But I particularly love evaluating these beginning readers and doing other work with early learning. I find that really reward.

Speaker: Thanks, Katie. I'm Gigi, a children's librarian. I work downtown at the Children's Library. I'm part of the grade level reading team, and I'm excited to share this work today. Let's get to it.

Speaker: In a little bit, Gigi will give an overview of Beginning Reader and how the project got started. Before we do that, what issues have you all experienced with the leveling systems? Go ahead and share your experiences in the chat. I know we have our own experience, but we'd love to hear from other libraries or library systems as well.

Speaker: Issues with levels and leveling systems, and that is why we are here today, to share our experience with you.

Speaker: Yeah, we've got 50 . . . definitely not levels being the same from publisher to publisher. Yes, difficult to direct patrons to the correct books. Yes, Michelle, there are a lot of different leveling systems and it depends on the school too. Yup, publishers leveling books differently. We will talk a lot about that today.

Gloria, like you said, sometimes the books don't have the levels on them. So it's hard to evaluate when you don't have a baseline.

I'm glad to see there are so many folks who are passionate about this. That bodes well for the rest of our presentation.

Speaker: Emergent readers and early readers, how to make that distinction. Yes, kids and their grown-ups being really stuck on one level, whatever level they have discovered is their level. There is a little bit to that that we will address through our criteria. We will spend another minute or two. Shelving and the format of the book.

[Reading responses]

These are all things we experienced that led to this work.

Speaker: A couple more folks typing, and then we'll move on after that.

Yup, getting stuck on a level, so free choice is lost. Especially if the school is assigning things. Yes, patrons asking for levels that the schools use, but they are not consistent with how they are shelved at the library.

These are all really great points. Thank you all for sharing them. As you can see, there is definitely a lot of inconsistency and some unique challenges that come with beginning readers.

Gigi is going to go ahead and launch us into why this project matters.

Speaker: Thank you, Katie. Grade Level Reading at the Denver Public Library. I'm part of a team that started a couple of years ago. For the Grade Level Reading Project team, this heat map you see here from the status of Denver's report has been our constant companion.

You will see the darker shade of orange. The darker the shade, the more students in the neighborhood not reading at grade level. Just 26 out of 178 districts in Colorado have more than half of their third graders reading at grade level.

In Denver, 39.4 are reading at grade level. Just some statistics to give you a background of what is going on in our city and state as far as grade level reading. We know the ability to read is a foundation students need to navigate their life after school. The Denver Office of Children’s Affairs say that around 4th grade, children transition from learning to read to reading to learn.

We put together a team at DPL to see what our role could be in supporting readers and their families.

It's not our MO to limit children by reading level. That is something we see happening at schools, but it's something we strive to not do. What does that mean for us to support this kind of grade level reading work?

We started out with this project mission for our team: to support and empower library staff, families and educators, to connect children with diverse books . . . [Reading from slide.]

We came up with this after a lot of research and discussion. After our meeting with Denver public schools, we heard about focusing on the joy of reading rather than how to train people to read. That is not our job; we are trained to match readers with their interests, with things they love, with books that inspire children to love reading and continue with that process that can be pretty difficult.

One way we connect readers to materials is creating as many access points as possible for customers and staff. Something in the chat, it is hard to find books at the correct level unless they are labeled a certain way or catalogued a certain way. This is how we first began thinking about the criteria for books for developing readers.

We decided to come up with a couple of subject headings. Early and Transitional Books. We asked how to make it easier for staff to find excellent diverse books for readers from kindergarten to third grade? Transitional books with local subject headings. That means we were given them by the Library of Congress. We don't want to label the headings in ways that make it obvious they are not reading at a certain level.

We did create two subject headings. There are Early and Transitional Books. The Early Books are the beginning books that are supporting kids starting that journey, and Transitional Books bridge from early to chapter books.

We have criteria for each subject heading that covers elements like design, font, vocabulary, as well as the importance of the inclusion titles with diverse representation.

These headings are helpful, but only if the books in each section make sense. It's not helpful if a level 2 book is labeled early but it's really transitional. We will talk about that during this seminar.

Take a look at some of the early book criteria. Part of our work is putting together criteria for each of the subject headings, and we based a lot of it from the book *Cover to Cover*. We wanted the book to be a good fit, but we need some wiggle room for good judgment.

Sometimes the titles don't have a Lexile level, so then we will have to use our own informed judgment to decide what to do. In the case of the example with the racoon book, it has a Lexile level of 110. If you look at the other criteria, we look for a large font, ample white space between words and around the text to help the eyes focus. And the white space doesn't have to be white. It can be blue or green. It needs to provide an uncluttered background.

Let's look at another early book. This is *You Are Not Small*. We look at sentences with one or two words a piece. We want readers to gain confidence with them. And it's important the punctuation not be too complex. Semicolons, etc., can be confusing for the earliest of readers.

We also want a two-page spread. We have visual representations of "you," "I," "big," "small." We want these to be enticing, to promote reading motivation. But there is a fine line between them telling the story so much that kids are not reading. That is a separate issue that we won't address today.

This book has a Lexile level of 60. In the next section, we will talk more about specific criteria.

Here are some excellent early books we are calling out. Title and author information is included in the notes for these slides. There is nonfiction, traditional books, etc.

Moving to transitional books and the criteria for those. As you might expect, the criteria for these books, we want them to be no longer than 100 pages. The fonts should still be large, but not as large as the early books. It's getting a little bit smaller but should still be supportive. We want wide margins and white space, but it doesn't have to be as plentiful as an early book. Their eyes are getting stronger, getting used to longer sentences and working harder.

Here is the next transitional book [On screen.] We are looking at titles around 350-750. The previous book was 370 and this slide is 420. Not all transitional books do have chapters, but it's helpful to have a ballpark.

Chapters in *Charlie and Mouse* are about 12 pages. And in this other book, it's about 16 pages.

We still want illustrations that keep readers engaged, but they don't need to be on every page.

Here are a few more examples. We have beginning readers, early chapter books, graphic novels, and some nonfiction as well.

I'm going to move this slide to the next chat. I will let Katie take the chat from here.

Speaker: Thank you, Gigi. That was a pretty thorough overview of why the grade level reading team started this project, and some of the ways we categorize books.

Let's chat about your libraries. How is the Beginning Reader Collection organized for you? Do you have separations between the earlier and transitional books? How does your leveling system work? We'd like to hear about how you do it because it's fun to see some other libraries. We'll take a few minutes for this. Go ahead and put your answers in the chat.

I see multiple folks are typing.

Speaker: [Reading responses.] They are color coded yellow, blue, and red.

Speaker: Looks like Susan says, "Children’s staff label them ourselves, from easiest to hardest." Other folks have three levels. The hardest have a green dot. Oh, the ones in the middle have no labels, Susan says. That's interesting.

Speaker: The middle readers cover those beginning chapter books.

Speaker: Claire says they have 1, 2, and 3. Sorry, Gigi.

Speaker: That's okay, I'm just reading. I shouldn't read aloud! It's so interesting. People have such different systems, and it's not surprising that we all do it differently.

Speaker: [Reading responses.] Danielle, yeah, definitely. "All labeled easy readers." Gloria says we have a level of collection. DRA levels. GRL, yup.

That's helpful. A chart and bookmark flyer that they give to patrons to help navigate. Early chapter has one, but no other separation. Phonics books are pulled out. I've seen that a couple times. Chrissy, definitely has books that can be easy readers that are shelved somewhere else.

Speaker: Yes, the business of calling them "easy" when they are not easy if you are learning to read those books. Thanks for calling that one out.

Speaker: Thank you, Susan.

Speaker: It's so complex, esoteric and hard to follow for us and our customers. We all have the same goal which is access. It's really helping everyone who wants to access these books access them. This is sometimes a bit of an access situation because my kid is learning to read, maybe they are behind, I'm worried about it, etc. A lot of times, our customers coming in having questions about levels, they are a little bit heightened. They are emotionally heightened over this topic. As much as we can help with that access is a good thing.

Speaker: I like early readers for general. Book bundles, very nice. Labeled levels 1, 2, 3 or 4.

Speaker: Talking about some criteria as well, like gaps between sentences, graphics, etc. There is a lot that goes into it.

Speaker: Yeah, and it goes to show that everybody has their own system for leveling and different things that they call them. Thank you all for sharing. And if you think of something else, feel free to put it in the chat. I will advance this slide, and Gigi will cover the Beginning Reader Collection Criteria.

Speaker: Thanks, Katie. We created this collection criteria. You should be able to click through in the slides. The Grade Level Reading Team created it in response to several needs. The first is understanding the inner workings of different levels and multiple publishers. Spoiler: it's very complex and inconsistent. I'm sure that is not a surprise to anyone here.

The rubric we came up with is meant to be used along with a system [Reading.] We have multiple levels that I will call 1, 2, and 3 for everyone's convenience.

Prior to the certain of the criteria and rubric tool, at DPL, we used the publisher levels. If a title was assigned a level of 1, it was a JR1 in our collection. So there is a bit of consistency between publisher-assigned levels. They all have their own leveling system. Within publishers, different imprints have different leveling systems. And there are the charming media tie-ins that can be inappropriate for the Beginning Reading collection based on the level of difficulty of the text.

Here are some Beginning Readers to look at on the slide.

Let's move to several other reasons we created this criteria. We wanted consistency and clarity in our leveling system for the new and existing books. The existing collection definitely needs consistent and clearer leveling. We have all experienced that when our library assigned levels. There is a lot of variation, which is not necessarily bad, but there are clearly books that don't belong next to other books.

We have an on-going project at DPL to relevel the collection. It's called the Beginning Reader Collection Project. We are evaluating every title in our Beginning Reader Collection using our rubric and criteria.

Katie attended an event in May and got a bunch of information, and we have assembled a core team of people who have leveled these books.

We also wanted enhanced access for staff and customers. As I said, they are tough to find and sift through, and they are not of use to anybody if they are not easily accessible. By creating our own criteria, we are attempting to provide a structure for staff and customers to choose books. And we also believe in the freedom to choose books that are of interest.

Our levels intentionally have a range within each level so readers can be challenged and feel a sense of mastery.

That is the story for the context of why we developed this criteria. Here are the nuts and bolts. Folks at each level are evaluated using these categories: words, sentences, pagination, reputation, illustrations, notes and exceptions. Also, many of the criteria require judgment on behalf of the leveling person.

So we need to evaluate if the illustrations are representative of the text, for example. Or if a sentence structure is more simple or more complex. The more books you level using these criteria, the more comfortable you will be making these judgments.

This Beginning Reader Collection Criteria document also has instructions for using the rubric in tandem with the collection criteria.

For the rubric, you can make a copy by clicking that link. Click the top line, not the bottom. Hover over it. Google will direct you to make a copy. You can use that now or while we go through stuff. You can use that for the future or do this later, but this is a place where you can make that copy.

This is the Beginning Reader Collection Classification Rubric. Every item and scored and weighted. This is a pretty intense document, a lot going on. As you start to use it, it makes more sense.

When I say prevalence in the book, that means 75% of the time, if the title fulfills the criteria. If the title fulfills less than 50% of the criteria, we give it no points.

We will do an experiment toggling back and forth between the rubric and books in here. And we will see how that goes along.

I also want to call attention to our EDI, Equity, Diversity and Inclusion column. We use an EDI lens for all our work. There is no point value, but we feel it's important to call it out and denote diverse representations in a collection that is largely devoid of them so we can lift the books up.

Lou says, "Confused -- why not just use Lexile levels?" Good question. I want to address that, but I want to show you how this works. One of the reasons is that within each school and each classroom, we find that different teachers are using different leveling systems. There is no standard leveling system in DPS. So we were getting questions all over the place of all different leveling systems. So we needed something that would standardize things a little bit more for us.

We weren't getting that because the kids and families were all over the map with the leveling systems. We wanted something that our staff could use as a standardized tools. Something we could hopefully move towards customer education as well.

Robin, "Is there movement like diverse books?" [Reading.] Yeah, as much as we need it across other genres, we currently do in Beginning Readers. Because there is a real dearth of authorship.

We are going to jump right in -- I guess we should wait a couple minutes for more questions. Let's chat a little bit more and then jump into some practice.

Speaker: We will also hopefully have time at the end. If anyone has questions, we can answer them once we're done as well.

Speaker: I have a feeling once we go through the rubric, you will have some questions. It's technical. It can sometimes make your head hurt a little bit. It can make mine hurt a little bit. I am not a huge math or spreadsheet person. But it's a very useful tool.

Speaker: Ellen, great question. Yes, there is a section in the rubric for that as well.

A couple more folks are typing. "We have a section of readers that include fiction and nonfiction. Do you have a separate section?" Our beginning readers are all fiction. The nonfiction is just all juvenile nonfiction. That is all in one section.

Speaker: But they do have the early or transitional subject headings in their records. For example, you could type "early books and sharks" and then hopefully you'll come up with the right nonfiction book for that reader.

[Reading.] We don't right now, Gina, but that's interesting to make note of. We go along with it if it's in our beginning reader section and not a graphic novel.

Speaker: I was going to say that I have noted that when I've been reviewing books for this. Like sometimes those speech bubbles can be an impediment, but other times, they can be helpful to the readers. So there is some informed judgment on that. That's how I've been considering it.

Claire, "Do the folks who purchase books use this?" Yes, Gigi, you said the collection librarian will use this guide from now on, right?

Speaker: Yes, she's been using it for about nine months now, maybe close to a year since we developed and finalized the rubric. She runs every books she purchases through the rubric now to level it.

Speaker: FYI, the pod is ready for you to share your screen.

Speaker: We should dive into that.

Speaker: Let's go ahead. Can everyone see my screen okay? This is new for me. You should see *Today I Will Fly* by Mo Willems.

We are going to try our rubric with a level 1 book. This is the first book in the *Elephant and Piggy* series. It's also a Geisel award-winning series. You can watch me do this, or you're welcome to follow along on your own copy of the spreadsheet.

Christine has put a link to that in the chat. You are welcome to Google back and forth with that document.

Again, due to copyright issues, we want to acknowledge that we will only share scans of a few pages of each book during this educational exercise. Because we don't want to violate copyright rules. Go ahead and show you. This is the first thing the reader will see, a really big font: "Today I Will Fly." We have little text, vibrant illustrations, and we do have the speech bubbles that we may need to reevaluate. But a max of one sentence per page or page spread. Pretty big font. Piggy being all silly down there. Repetition [On screen.]

I'm going to go back up here. Now I will show you the rubric. Like Gigi said, it gets a little technical. We have our different categories for our words, our sentences. We've got repetition, whether there is any. Illustrations, and then additional criteria where we address the EDI aspect as well as font legibility. If there is something else that feels off and takes away from that reading experience, this is a good column for that.

You will have plenty of time, hopefully, to get familiar with this as we go through these exercises. The first thing we do is put in the title, which I have already done. Today I Will Fly. Then the author and the level. This is level 1, or for us, JR1.

If this were not a presentation, I'd put in the publisher and their level. It's interesting to see if it matches their level or not.

Let's look at the words. Mostly single syllable. We have "today," "You will not fly today." We have some two syllable, but mostly single syllable.

As Gigi said, 2 is all or almost all of the time. The occasional double or triple syllable word, I will put at 2 there if it's more than half the time.

Familiar high frequency words. I'd say yes.

Opportunity to blend sounds. There are a few words like that in here. I will give that a 2 as well.

If we go to structure, again, that's something you can notice right off the bat. It's simple, so I will put a 2. Definitely saw plenty of exclamation points in there. They are very excited about it. There were at least 2-8 words per sentence. I will put a 2 there.

There is at least one sentence per page. I didn't see any of that where there is more than 1 or 2 per page spread. So I will put 2 for that.

1-2 lines per page, yes. Supportive line breaks, that works pretty well.

Let's go to repetition. Word and sentence structure repeated often. If you look here, you see a lot of "You will not fly today. You will not fly tomorrow. You will not fly next week."

The "flying" is repeated a bit, so I will put a 2.

There were illustrations on every page. There were illustrations that represented the text. I guess they didn't take up more than half the page. There's a good bit of white space. So maybe I'd put that as a 1.

Additional criteria. Plot and storyline are simple. "Pig wants to fly. Elephant says pig can't fly." That sounds simple to me. There is dialogue, technically speaking. There is appropriate use of speech bubbles, so I will put that as a 2. There is plenty of white space around, so I will do a 2 for that as well. Font, 14+ points and legibility. That is definitely pretty large font. I'm going to put that as a 2

So EDI, hard to tell how diverse elephants and piggies are, so I will put no for that. I didn't find anything that really took away from the experience for me.

Here is my total score: 11.5. Normally if a book is a 9 or above, or a 9.5 or above, I would say that we keep it in the current level. At the end, we make a recommendation. There are a few different options.

If this is too hard, I might say level 2. Or really heard, level 3. But I will say we'll keep in current level.

That is an example of reviewing a level 1 book.

Speaker: Thank you, Katie. Let me wait for my pod to reset. I will share my screen here. I'm going to jump over now. Sorry, I got so excited when Katie was sharing that I didn't get to the right page.

I'm going to talk about *Frog and Toad are Friends*. This is considered a JR2 by DPL. We chose these books because of the copyright issue. We can't have all the pages, so we hope most of us are familiar with these books.

Jumping into *Frog and Toad*. You can see the number of words on the page has increased significantly. There appear to be chapters now. Different kinds of punctuation. Longer sentences. I like to scan the book a little bit at the beginning of this process. Obviously, I'd scan the whole book if I had it.

Then I'll go back to the beginning and jump into the rubric. I will go to level 2. The publisher also calls this a level 2. The criteria have been changed. I want to point out that I have this document here which is the Beginning Reader Collection Criteria. You can view these criteria here as well. And you have a breakdown at the end of this document of all the stuff we're discussing here. Using the exceptions column, etc.

Going to the words column and looking at the first item. Single syllable words and frequent double syllable words. There is a double, "meadow, button, jacket, river." We have a nice incorporation. "Pocket, sparrow, racoon." To me, this is frequent incorporation. I will give that a 2.

I know everyone does this definitely because I talk with colleagues who use it in different ways. Some folks just read the book and jump around the rubric. You will find what systems works best for you.

Going back to the book, looking for mostly familiar but occasionally challenging words. Maybe a word like "meadow" or if you have not seen the word "button." Mostly familiar. Occasionally challenging, "racoon." That looks like it gets a 2. That book gets full points for the words category.

Moving to the sentences. We will look at sentence structure. Simple but occasionally more complex. Some of these are kind of complex, like this one here at the end: "He jumped up and down and screamed, 'the whole world is full of buttons'" I will give that full points. The punctuation had all of that stuff in there.

When I was looking at this book before, there are a fair amount of pretty wordy and long sentences. And a fair amount of pages that go above all these criteria. So I decided to give each of these a 1. This last one I will give a 1. So it's lowered the score in the sum product. It's getting a 1.2 instead of a 2.

I know tons of words are repeated. New and challenging words, like "button, meadow, sparrow." I will give that a 2.

Moving on to illustrations, they are on every page for sure. Representative of text especially when unfamiliar words are introduced. Absolutely. There is a picture of the raccoon, the button, the different shaped buttons. I will give that a 2.

The plot is still simple but getting more expansive. They look for that lost button, and in the end, where is it? On the floor the whole time. We will give that a 2.

You can find resources online that will help you measure font size as well. I will say yes, give that 2 full points. Definitely a legible font. Not a fancy font that will make it hard on new readers. No diversity, they are a frog and a toad.

The exception column, this should have a 2 in here. If something gets your Spidey sense tingling, but it's not on the rubric, something that is taking away from the successful reading experience -- this is where your informed judgment comes in -- you will subtract points. Maybe the lines were spaced oddly or something like that. You can see that detracts.

This should be pretty good. Frog and Toad gets an 11.2. It's not a perfect score, but still above 9. I will say I reviewed this and also recommend it's kept in the current level.

I think that we need to skip the third book because we are running low on time here. Katie, if you want to jump into our mystery book, I think that is the move. The third book is a wonderful level 3 reader that I wanted to share with you because it's an example of an excellent quality level 3 reader that hits all the criteria items and is also diverse; *Meet Yasmin*. It's written by the person who shares the cultural background with the characters.

Speaker: This is one of those examples of a book with a media tie-in that I found is more inconsistently leveled than others. This is part of the Breyer Stablemates Collection. This one is called Diamond. This is one that we will probably have to relevel.

We see it has chapters. Right away, that is a red flag that this is more advanced. Unlike Frog and Toad where the lines are structured more simply, this has full paragraphs. You can see they are definitely more advanced. There is more context here. This is a big wall of text here as well.

It may surprise you to learn this was initially a level 2. If we go through -- I won't go through the whole rubric, but right off the bat, you can see that it's mostly more complex words. Definitely a lot of challenging words like "big gelding." I didn't know what that was. And all of these -- 2-4 sentences per page, etc. That is definitely a lot.

Again, I won't go through all of the details, but it's pretty clear this book would fit better in a JR3 book.

Sorry, give me one second. Having a little technical difficulties. I do want to show you the JR3 criteria.

Speaker: I can do it too if you want me to.

Speaker: I got it. Sorry about that everybody. Here's the level 3 criteria. This fits a little bit better. 8 or more lines per page, 4-8 sentences per page. You can see there is not really any attempt to repeat sentence structure here. It reads like a book with chapters.

The sentences do vary. Not a lot of word repetition. Larger controlled vocabulary. For all of those reasons, I would feel more comfortable moving this into level 3. I did actually level this one, and it ticked way more of the boxes for the JR3 or level 3 category.

I had recommended this be moved to level 3. So that is just a good example of the inconsistencies of publisher leveling systems. As many people mentioned, how they can differ. It's important to evaluate them.

Speaker: Thanks, Katie. That is one where you'd be going through a nice piling leveling, and be like, "Oh, that definitely should be run through the tool like this." So we're providing you with copies of these, please use the criteria that has the instructions for how to level. Then you can start working on your collection and see where things fall. We want you to share these and take them with you after this presentation is done.

I know we're at 1:00, but we will leave a little time for questions.

Speaker: This is Christine, and I'm going to jump in quickly. I will put another link for the CSL in Session archive so you can come back and revisit this. The slides are also on the CSL in Session website along with the Google Sheets copy of the rubric and an Excel copy.

All of the slides have access to all of the information they shared plus a host of other resources. So you will have access to that. I will also pop in a survey link because we would love to know what you thought of today's session. Feel free to continue asking questions.

Speaker: Thanks, Christine. Our particular process is that all the ones that are recommended for change go into record sets, and then they go to the technical access services department for processing. Then they will call in the copies of the titles recommended for releveling. Then they will send them back out into the world.

That's our plan anyway.

Speaker: We might have a couple more questions coming in.

Speaker: Meanwhile, I will remind you that there are multiple ways to access the resources. This is one of them within the presentation.

Calling your attention to some further reading, some great articles to get you thinking more about beginning reader levels and leveling systems. So do dig into those.

JR1, 2, and 3 don't correspond into grade level, right. Just the levels of difficulty.

Chrissy, that is such a great question since we haven't completed a full cycle of this process. Or this audit. I can't tell you what the return on investment is, but we do think that accessing these books is convoluted enough for staff and customers that it's worth investing some resources on it.

It's also a long-term project for us. We are not saying, "Okay, DPL staff, drop everything and do this." This is a long-term project for folks who want to get some homework in. It's an ongoing project. Within our grade level reading team, it's something we are moving forward with.

Speaker: They are all shelved separately by level. They are color coded and shelved by the author's last name within their level.

Speaker: If anyone wants to reach out to us, like Katie said, this is all kind of technical and can be tricky and a little bit confusing. So please reach out to us by email and we can help you troubleshoot the document.

If you find anything weird with the document, let me know. It's my baby, I've worked on it for a long time. So let me know if anything doesn't work properly and we will get that fixed for you.

That is all I have. Do you have anything else, Katie?

Speaker: No, I think that was it. Thank you all for coming! Looks like Christine says if anyone needs a certificate for attending, shoot her an email.

Speaker: Any link I put in the chat should be clickable. I'm happy to get you a certificate for today's session. Everything will be on the CSL in Session website, the archive, the slides, the rubric. The archive should be ready in the next half hour or so. I want to thank Gigi and Katie for bringing us into their world at Denver Public. Thank you for doing the CSL in Session for us!

Speaker: Thanks, Christine. And thanks to everybody for spending this lunch hour with us. Hopefully, it was useful to you all.

Speaker: I really appreciate it.

Speaker: Christine, can we get that criteria available in the archives as well?

Speaker: Yes. Is that on the resources slide? Okay, I will make a note of that right now.

Speaker: Thanks, Danielle. I am glad it was helpful.

Speaker: It's a real laser-focused one. Not a broad one, but lasering in on this particular topic.

Speaker: Thanks, Ellen!

Speaker: Lots to think about for us as well. I appreciate the comments. We have gotten some interesting thoughts to take back to the team.

Speaker: With that, I will wish all of our attendees and Gigi and Katie a great afternoon! Thanks everyone for attending!

[End of webinar]