

A-I Reading Assessment for Independent Reading Levels

Reader's Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_ Independent Level: Yes No  
 The Blue Mittens—Scholastic Books  
 Level I 121 words

**Book Introduction:** Show the cover of the book to the student and say this to the reader before her or she begins reading: “*The Blue Mittens* is a book about a girl named Leah and her father. It tells about things they like to do. Let’s read to find out how Grandma Rose saves the day.”

<p><b>Check the reading behaviors you notice the child using.</b> These notes may not determine the reader’s independent reading level, but will inform your teaching:</p> <p><input type="checkbox"/> Keeps the accumulating story events (or content) in mind.</p> <p><input type="checkbox"/> Uses meaning of accumulated text to figure out unfamiliar words.</p> <p><input type="checkbox"/> Stops and self-corrects at the point of error.</p> <p><input type="checkbox"/> Reads with fluency.</p>	<p><b>Running Record:</b> Record the reader’s miscues (or errors) above the word as he or she reads.</p> <p>2. Leah jumped out of bed. She ran to see the date.</p> <p style="padding-left: 40px;">Yes! It was her birthday. It was her dad’s birthday, too. They had the same birthday.</p> <p>3. On most days, Leah and her dad did different things. Leah went to school. She liked to jump rope. She liked to put on plays.</p> <p style="padding-left: 40px;">Her dad went to work. Her dad liked to fix things. He liked to read the paper.</p> <p>4. On their birthday, they did the same thing. They always baked a cake. Leah helped to frost it.</p> <p style="padding-left: 40px;">Dad said, “I helped Grandma Rose bake when I was little.”</p> <p>5. Leah liked to think of her dad as a boy.</p> <p>What was he like? Did he read the paper?</p> <p>Did he fix things?</p>	<table border="1"> <thead> <tr> <th># of Errors</th> <th>Error MSV</th> <th># of SC</th> <th>SC MSV</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	# of Errors	Error MSV	# of SC	SC MSV				
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**Accuracy Rate:** Circle the number of miscues & percentage of words read correctly. Note: Self-corrections do not count as errors.

100%	99%	98%	97%	96%	95%	94%	93%	92%	91%	90%
0 miscues	1 miscue	2-3	4	5	6	7	8	9-10	11	12

**Total Number of Self Corrections:**

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**Literal and Inferential Retelling**

Say, "Retell the important parts of what you just read." Write notes regarding the students retelling in this box and on the back of this page. If the child has trouble getting started, prompt the child to look at the text. Say to the child, "What happened first?" Make a note that you prompted their retelling.

**Part 1: Listen to the reader's retelling for the following information and take note of the reader's answers, based on the retelling. If the retelling did not already contain the following information, ask the reader the following questions and take note of the answers.**

1. *Literal Question: What are some things Leah liked to do? (Student names at least two for credit.)*
  
2. *Literal Question: What are some things Leah's dad liked to do? (Student names at least two.)*
  
3. *Literal Question: How did Leah find out what her dad liked to do when he was a little boy?*
  
4. *Inferential Question: Why did Grandma Rose have to bring a new set of mittens for Dad?*

*The reader must answer at least three of these questions adequately in order to determine if this is the child's independent reading level. Try the other level I text if the child could not answer at least three of these questions.*

**Fluency**

At this level students should no longer be pointing under words with their finger. This list will also enable you to better evaluate their fluency in reading. Use the following questions to assess phrasing and fluency.

- |  |     |    |
|--|-----|----|
| Did the reader track print with eyes instead of finger pointing?   | Yes | No |
| Did the student respond to punctuation by changing his/her voice?  | Yes | No |
| Did the reader use pitch, stress, and intonation when appropriate to approximate telling important or unusual information? | Yes | No |
| If the reader paused while reading, were the pauses brief?   | Yes | No |
| At a point of difficulty, did the reader stop to problem-solve words on the run?   | Yes | No |

**Final Score**

- |            |           |  |
|------------|-----------|--|
| <b>Yes</b> | <b>No</b> | <b>The reader's accuracy rate was at least 96%.</b>                                    |
| <b>Yes</b> | <b>No</b> | <b>The reader answered at least three comprehension questions in Part 1 correctly.</b> |
| <b>Yes</b> | <b>No</b> | <b>Did the retelling express the important parts in the text?</b>                      |
| <b>Yes</b> | <b>No</b> | <b>The reader reads with some fluency.</b>   |

***If the answer is "Yes" to all four questions, this is the child's independent reading level.***

Remainder of *The Blue Mittens*

Page 6

*(Copy of a printed letter to Grandma Rose)*

Dear Grandma Rose,

Today Dad and I baked a cake. It is just like the one he helped you make. It was yummy!

What things did Dad do when he was a boy?

I miss you! Come see us soon!

Love,

Leah

Leah wrote the address on the envelope. She put a stamp on it. Then she mailed it.

Two weeks passed. A letter came in the mail for Leah.

Page 8

It was from Grandma. Leah was very happy. Grandma wrote stories. Was this another story?

Leah opened the envelope. She saw red paper. Something was wrapped in it.

Page 9

In the red paper was a pair of mittens. They were blue. They had white snowflakes on them. There was a letter, too.

Page 10-11

*(Two page letter to Leah from Grandma Rose.)*

Dear Leah,

I am happy you still make the cake! I remember how Dad loved it. There was one thing he liked more. That was snow. He loved when the snow hid the streets. He rode his sled. He made snowmen.

I made these mittens for him. He was eight then. I hope they fit you now. Have fun in the snow.

Love,

Grandma Rose

Page 12

Leah put the mittens on. They were her size! They were soft. They had the sweet smell of Grandma Rose.

Leah also loved to play in the snow. She liked thinking of her dad doing that!

“Too bad he’s not eight now,” she thought to herself.

Page 13

“What nice mittens!” said Leah’s mom. “How kind of Grandma Rose to make them for you.”

“I think she made those for me!” said Dad. “Thirty years ago!”

“Do you remember playing in the snow?” Leah asked him.

Page 14

“How could I forget?” said her dad. “There was nothing better than a snowy day.”

Leah looked outside. There was still snow on the ground.

Page 15

“Let’s make a snowman,” Dad said. “You can put on the blue mittens.”

“What will you put on?” asked Leah.

Just then the bell rang.

Page 16

It was Grandma Rose!

“I had a feeling you would need these,” she said.

She gave Leah’s dad a new pair of mittens. They were just his size.

“Now zip up your coats!” she said.