

Reader's Name _____ Grade _____ Date _____ Excerpt from <i>I Was a Third Grade Science Project</i> , by Mary Jane Auch, pp. 25-27 Level N 301 words	Independent Level: Yes No  Accuracy Rate: _____
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**Book Introduction:** (*Say this to the reader before he or she begins the student copy of the text*)

“In this story, Brian and Josh are trying to teach Josh’s dog named Arful to think like a cat. In this scene, the boys have gotten together at Josh’s house. Please read aloud the first section. When you get to the line, you may read the rest silently. When you’re finished reading, I’ll ask you to retell what you read.”

<p><b>During &amp; after the running record, you may make these observations &amp; notes to inform instruction</b></p> <p><input type="checkbox"/> Responds to punctuation by changing his/her voice</p> <p><input type="checkbox"/> Self corrects before asking for help</p> <p><input type="checkbox"/> Pauses while reading to think</p> <p><input type="checkbox"/> Flexible word-solver</p> <p><input type="checkbox"/> Reads in phrases rather than word by word</p> <p><input type="checkbox"/> Miscues make sense</p> <p><input type="checkbox"/> Miscues fit the syntax or structure of the sentence</p> <p><input type="checkbox"/> Miscues look similar to words in the text</p>	<p><b>Running Record:</b> <i>For the first 100 words, record the reader’s miscues (or errors) above the word as he or she reads. Later, you may or may not code them, using miscue analysis (MSV). Stop when the child has made five miscues and go back to the previous level.</i></p> <p>When we got to my house, we took Arful right to the aquarium.</p> <p>“He sees the fish,” Brian said.</p> <p>“Yeah, but he doesn’t look very excited about them.” That surprised me, because they were pretty interesting to watch.</p> <p>“That’s because the hair is in his eyes.” Brian picked up one of my sister’s barrettes from the coffee table.</p> <p>“This ought to fix it.” He grabbed a hunk of Arful’s hair and clipped it back to the top of his head.</p> <p>Just then, Mom came in from the kitchen. “Interesting hairdo on the dog, Brian. Is he trying to grow out (<b>100 words</b>) his bangs?”</p> <p style="text-align: center;">***** (<i>Reader may read silently from this point on</i>) *****</p> <p>“We’re doing an experiment, Mrs. Buckner. I just thought Arful could see better with the hair out of his eyes.”</p> <p>Mom ran her fingers through my hair. “I keep telling Josh that, but he bolts every time I pull out the Hairvac.”</p> <p>“What’s a Hairvac?” Brian asked.</p>
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Teacher Copy: Assessment for Independent Reading Levels  
Levels L-Z (Fiction/Narrative)

*More observations & notes to inform instruction:*

“Haven’t you ever seen it?” Before I could stop Mom, she was pulling the machine out of the closet. “This is the greatest invention in the world, Brian. It’s a hair cutter that attaches to your vacuum cleaner. Sit down, Josh. We’ll give Brian a demonstration.”

“Aw, Mom!” Before I could (*200 words*) get away, she shoved me into a kitchen chair and plugged the thing in.

“The vacuum cleaner sucks up the hair,” she shouted over the roar, “then, the little blades in the Hairvac cut the hair off evenly. It’s neat, too. All the cut hair just gets whisked away.” You’d think she was doing a TV commercial.

“Yeah, real neat!” I grumbled, feeling my scalp tingle where my hair was being vacuumed.

“Could you do that on Arful?” Brian shouted to Mom.

“I don’t know why not,” Mom yelled back. “I’ll Hairvac him as soon as I finish up with Josh.” (*301 words*)

Total miscues including self corrected: \_\_\_\_\_

Self-Corrections \_\_\_\_\_

Miscues reader did not self-correct: \_\_\_\_\_

**Accuracy Rate:** Circle the number of miscues the reader did not self correct.

100%	99%	98%	97%	96%
0 miscues	1 miscue	2 miscues	3 miscues	4 miscues

96%-100% accuracy is necessary to determine the reader’s independent reading level. Try another text if the reader made 5 or more miscues.

*\* If the child makes the same miscue repeatedly, count it as one miscue.*

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**Literal and Inferential Retelling**

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

**Comprehension Questions Section:** 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 remaining questions and take note of the answers.

1. *Literal Question:* What does Brian do to Arful's hair?
  
2. *Literal Question:* What is a Hairvac?
  
3. *Literal Question:* What do you know about Josh's hair?
  
4. *Inferential Question:* How do you know how Josh feels about the Hairvac?

The reader must answer at least three of these questions to determine if this is the child's independent reading level. Try another text if the child could not answer at least three of these questions.

**Final Score**

- Yes No Was the reader's accuracy rate at least 96%?  
 Yes No Did the reader read with fluency?  
 Yes No Did the reader answer at least three comprehension questions in the Comprehension Questions Section correctly?  
 Yes No Did the retelling express the important things that happened in the text?

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

\* Continue trying more difficult texts until you have found the child's highest independent level. \*