

Reader's Name _____ Grade _____ Date _____ Excerpt from <i>Mountain Bike Mania</i> , by Angie Belcher, pp. 11-13 Level O 302 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)*

“Joel’s bike is old and creaky. He needs a new bike to be able to keep up with the other boys at the bike track, especially a kid named Blake, who makes fun of Joel and his bike. In this scene, Joel is with his little sister Ocean. 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>The next morning, on the way to school, Joel and Ocean stopped outside Gravities Edge – the local bike shop. There in the window, gleaming under a dazzle of display lights, was a brand-new mountain bike.</p> <p>“Wow, Ocean, check it out! I’d give anything to have a cool bike like that with front and back suspension, chrome-coated bars, and rocket sockets!”</p> <p>“Just looks like a bike to me,” she replied.</p> <p>“If I had one of those, I could leave that Blake “The Brake” Bonnington in my dust. He wouldn’t know what hit him!”</p> <p>For the rest of the week, all Joel (<b>100 words</b>) could think about was mountain bikes.</p> <p style="text-align: center;">***** (Reader may continue silently from this point on) *****</p> <p>Every afternoon, he stopped outside the bike shop and looked longingly in the window.</p>
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Teacher Copy: Assessment for Independent Reading Levels  
Levels L-Z (Fiction/Narrative)

**More observations & notes to inform instruction:**

“Joel, you’ve got to stop dreaming about that bike and actually do something,” Ocean coaxed. “I’ve got an idea. Why don’t we set up a bike-cleaning stand at the track? You can clean off the muddy bikes, and I’ll sell juice and cups of coffee. I could use Mom’s thermos.”

“But it would take months to get enough money,” Joel sighed. “By that time, it will be gone.”

“Well, you think of a better idea then!” Ocean replied.

The (200 words) next weekend, complete with buckets of soapy water, rags, juice, and coffee, Joel and Ocean set themselves up near the end of the track.

Ocean had made a big sign that read: “Treat yourselves – have a drink while we clean your bike!”

Amused by the colorful sign, some of the older riders took advantage of the odder. By the end of the day, the children had cleaned ten bikes.

“Look at all this money, Joel. I guess that’s a pretty good start to your bike fund,” chirped Ocean brightly.

“Great,” grumbled Joel. “I’ll only need to clean about a hundred (300 words) more bikes!” (302 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 did Joel and Ocean see in the store window? Describe it.
  
2. *Literal Question:* What does Joel think will happen if he gets the bike he wants?
  
3. *Inferential Question:* In the passage, it says that every afternoon, he stopped outside the bike shop and looked longingly in the window. What does longingly mean here?
  
4. *Inferential Question:* In the passage, it says "Great," grumbled Joel. "I'll *only need to clean about a hundred more bikes!*" What does Joel mean here? Can you describe how he is feeling when he says this?

*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. \*