

Reader's Name _____ Grade _____ Date _____ Excerpt from <i>Justin and the Best Biscuits in the World</i> , by Mildred Pitts Walter, pp. 4-6 Level P 292 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)*

“Justin has just gotten home from playing basketball and walks in the house to find his mother and two sisters, Evelyn and Hadiya. 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>“So it’s about time you got home,” Evelyn said. She took charge while their mama worked each day.</p> <p>Justin spread his legs as if to take a firm stand. He hated Evelyn being the boss. He stared ahead and said nothing.</p> <p>“See how he acts, Mama,” Evelyn said. “He’s that way all the time.”</p> <p>“Aw, Evelyn,” Hadiya said, to protect Justin.</p> <p>He liked Hadiya. Everyone said they looked alike: both dark, tall, and thin. Hadiya, two years older than Justin and three years younger than Evelyn, was the tallest. At ten years old, Justin was almost as tall as Evelyn. <b>(100 words)</b></p> <p style="text-align: center;">**** <i>(Reader may continue silently from this point on)</i> ****</p> <p>Evelyn went on, “He gets in here just before you every day, Mama. And he does nothing around here.”</p> <p>Justin lowered his eyes but still said nothing.</p> <p>“And you ought to see his room. Like Grandpa’s pig pen,” Evelyn said.</p>
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Teacher Copy: Assessment for Independent Reading Levels  
Levels L-Z (Fiction/Narrative)

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

Hadiya giggled. Justin cut his eyes on her. She retreated to set the table. Finally Mama said, “Justin, where have you been?”

“At the playground,” he answered.

“Every day, Mama. That’s all he does.”

“All right, Evelyn, I’ll handle it,” Mama said.

“But you always say you’ll handle it and Justin gets away with murder,” Evelyn said.

“That’s enough Evelyn.” **(200 words)** Mama increased her firmness.

Justin smiled inside, glad his mother had rescued him as she always did. He looked at Evelyn as if to say, *You know I’m her favorite.* Then he felt put out with himself for getting home too late to help with the groceries. He had let his mother down. He waited for her to say something about being late.

His mama said nothing as she took lettuce, cucumbers, and sprouts from the refrigerator to make a salad for dinner. Justin still waited. Finally she said, “Go wash up.” **(292 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 are some of the complaints Evelyn has about Justin?
  
2. *Literal Question:* Where does Justin say he's been?
  
3. *Inferential Question:* Why do you think Evelyn cares so much about what Justin does after school?
  
4. *Inferential Question:* Explain what Justin means when he says he "felt put out with himself for getting home too late to help with the groceries."

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. \*