

Reader's Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_  
 Excerpt from *The Cuckoo Child*, by Dick King-Smith, pp. 25-26  
 Level Q 293 words

Independent Level: Yes No  
 Accuracy Rate: \_\_\_\_\_

**Book Introduction:** (*Say this to the reader before he or she begins the student copy of the text*)  
 “Jack loves all kinds of birds. In this scene, Jack and his class are at the zoo, watching the ranger feed the ostriches, which are very large birds. 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.”

- During & after the running record, you may make these observations & notes to inform instruction**
- Responds to punctuation by changing his/her voice
  - Self corrects before asking for help
  - Pauses while reading to think
  - Flexible word-solver
  - Reads in phrases rather than word by word
  - Miscues make sense
  - Miscues fit the syntax or structure of the sentence
  - Miscues look similar to words in the text

**Running Record:** *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.*

When he had gone some way away, the ranger began to throw the fruit and vegetables over the fence. Then, leaving the birds busily feeding, he hurried back, unlocked the gate, and, pushing in the wheelbarrow, reloaded it with the more outlying of the ostrich eggs.

Jack watched all this with mounting excitement. It might take a bird to hatch eggs, but a boy could hatch a *plan!* He unzipped the canvas backpack slung over his shoulder.

The ranger came out again and relocked the gate.

In the wheelbarrow were nine eggs.

He picked one up.

“Now,” he said, **(100 words)** “where’s the young man who asked that question?”

\*\*\*\*\* (*Reader may continue silently from this point on*) \*\*\*\*\*

And when Jack raised his hand, the ranger said, “Here, you can go first,” and

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*More observations & notes to inform instruction:*

handed him an ostrich egg.

Then, one after another, the ranger took the other spare eggs out of the wheelbarrow and gave them to various children to hold and examine.

“Let me!” “Let me!” “Give it here!” “Let me go first!” cried the boys and girls as they competed to hold an egg, and in the hubbub and confusion nobody noticed what Jack was doing or heard him zip his backpack shut.

“Now, now, children, that’s enough!” **(200 words)** said the teacher. “Put all the eggs back in the wheelbarrow now.” She turned to the ranger and said, “What will you do with these?”

“Often we send some to other safari parks or zoos,” said the ranger, “but actually these will be fed to our big snakes, the pythons and the boa constrictors. Now then, have you all put your eggs back?”

“Yes!” chorused the children.

Jack said nothing.

“Thank you for your trouble,” said the teacher.

“Bye-bye then,” said the ranger, and off he went.

In the wheelbarrow were eight eggs. **(293 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 the ranger do with the eggs?
  
2. *Literal Question:* How did the kids react to the ranger giving out the eggs?
  
3. *Inferential Question:* The text says, "...a boy could hatch a plan." What do you think was Jack's plan?
  
4. *Inferential Question:* How do you think Jack's teacher will react to what he has done?

*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. \*