

Reader's Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_  
 Excerpt from *Zeely*, by Virginia Hamilton, pp. 2-3  
 Level R 269 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*)  
 "In this passage from *Zeely*, by Virginia Hamilton, Elizabeth and her brother John are going on a trip. 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.*

"Aren't train stations just grand?" she said. "Look at those pillars – I bet they're all of three feet around. And the windows! Did you ever see anything so very high up?"

The windows were enormously wide and high. John Perry forgot his fear and lifted his head. He smiled up at the windows. Sunlight streaming down exposed sparkles of dust in a shaft to where they stood. Mr. and Mrs. Perry looked up, too. They all stood there, separated from the busy waiting room by the peaceful light and shadow.

It was Mrs. Perry who remembered there was a train (**100 words**) to catch. "Oh, my! Hurry, you two!" she said to John and Elizabeth.

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

Teacher Copy: Assessment for Independent Reading Levels  
Levels L-Z (Fiction/Narrative)

*More observations & notes to inform instruction:*

Elizabeth fell in step beside her father, who had started toward the train platform. Mr. Perry carried both John’s and Elizabeth’s suitcases. He urged them along more quickly, for the gate to the train had opened. Most of the people had gotten aboard.

Elizabeth did not look back to where Mrs. Perry walked with John. “Goodness,” she said to herself, “do you think I don’t know what’s what? Leave me alone and I’ll do what I’m supposed to do!”

Elizabeth heard her mother talking to John. “Remember (*200 words*) to comb your hair,” she was saying, “and don’t bother people with questions.”

“You can tell him not to open his mouth for the whole trip.”

“Elizabeth,” her father said, “calm down.”

“Just tell him not to bother *me!*”

“Mind that you do whatever Elizabeth says...” It was Mrs. Perry talking to John.

Elizabeth had heard her. She smiled and held her head up like a proper lady.  
*(268 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, "In writing, retell the important parts of what you just read and answer the four questions. You may look back at the text if you need to." The reader will write the retelling and answers to Part 1 on the student copy. You may assess the reader's comprehension when finished. If the reader has difficulty writing the retelling or the answers to Part 1, you may complete any or all of this section orally.

**Optional:** 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:**

The reader will answer these four questions on the student copy, along with the written retelling.

**Optional:** 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 directions Mrs. Perry gives her children?
  
2. *Literal Question:* Describe the train station.
  
3. *Inferential Question:* Explain how Elizabeth is feeling about taking this trip.
  
4. *Inferential Question:* At the end, why do you think Elizabeth "holds her head up like a proper lady?"

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. \*