

Reader's Name _____ Grade _____ Date _____ Excerpt from <i>The Tarantula in My Purse</i> , by Jean Craighead George, pp. 85-87 Level U 244 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 book, a writer tells stories about her many different pets, including this story about a robin named Pete. 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>During & after the running record, you may make these observations & notes to inform instruction</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>Running Record: <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 Pete could fly, he graduated to the preteens. He was both independent and dependent. He went out the door, enjoyed the garden, but always came back to be fed and comforted. At this stage, he was a beautiful friend.</p> <p>In July he brought me a chickadee. It happened this way: On a warm afternoon Pete flew in through the sunporch door and perched on the watering can. Suddenly, with a whirl and flash of black and white feathers, a chickadee followed him in. The bold adventurer hovered in the air in front of my face, scolding me severely. (100 words) I saw that the bird feeder was empty and picked up a sunflower seed from the feed bag and held it between my fingers.</p> <p style="text-align: center;">***** (Reader may read silently from this point on) *****</p> <p>The pretty bird hovered over my hand and, still on wing, took the offering in his beak.</p> <p>He sped out the door to the apple tree. There he held the seed with his toes and</p>
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Teacher Copy: Assessment for Independent Reading Levels
Levels L-Z (Fiction/Narrative)

More observations & notes to inform instruction:

cracked it open with his beak. He ate, wiped his beak clean, and flew back in the door. I picked up another seed. This time he alit on my fingers, his tiny feet feeling cool and weightless. His black eye glistened as **(200 words)** he tipped his head and looked at me. I was enchanted. I had heard that chickadees come to know the people who live on their territories and will eat out of their hands, but this was the first time it had happened to me. **(244 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:* Describe the "bold adventurer" that followed Pete in through the sunporch door.

2. *Literal Question:* What kind of food do chickadees eat?

3. *Inferential Question:* What makes you think that the chickadee probably trusts the author?

4. *Inferential Question:* How do you think the author probably feels about the chickadee?

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

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| 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. *