

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

Reader's Name _____ Grade _____ Date _____
 Excerpt from *Yolanda's Genius*, by Carol Fenner, pp. 5-6
 Level V 310 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)*
 "After some troubling events, Yolanda's family is considering moving to a new city. Her mom sits at the window looking down at the street below. 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.*

Andrew and Yolanda watched from the breakfast table. They waited, each in their own way, for their momma to utter her usual moan: "We've got to get out of this town." But this time, she didn't say a word. She just stared down through the snow at that planet of hers.

Yolanda's pulse of worry returned, rose, and beat against her temples.

She knew that night, when her mother got out her handsome leather briefcase and started going over her résumé that she was going to find another job-- away from Chicago.

Her mother's idea of a great place to **(100 words)** live included fresh air, peace and quiet, and trees.

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

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More observations & notes to inform instruction:

She was always talking about growing flowers and owning a barbecue grill that they wouldn't have to chain to the house. Yolanda fretted. Her mother's tastes were definitely limited.

"I don't ever want to move to a place where they can't do double Dutch," she said to the back of her mother's head.

Her momma didn't even turn around. "Better to be a big fish in a little pond," she said, "than a little fish in the ocean."

"I'm already a big fish in these waters," said Yolanda. Yolanda was big-huge. **(200 words)** Tall and heavy and strong. Double Dutch wasn't one of her powers, nor was making friends, but she often stood around watching, hoping the jumpers would need a rope turner. "I'm already a big fish," she repeated.

Her momma laughed. "You got that right, baby," she said.

Yolanda sighed. She wondered unhappily how much time she had to cram in the precious morsels of Chicago living. She suddenly loved her street, her school, the kids who were not her friends. She loved the great public library and the Art Institute of Chicago. How long, she wondered, before her mother found **(300 words)** a law firm in another place that needed a paralegal? **(310 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 kinds of things does Yolanda like about Chicago?

2. *Literal Question:* Describe the kind of place in which Yolanda's mother would like to live.

3. *Inferential Question:* How can you tell whether or not Yolanda has many friends in Chicago?

4. *Inferential Question:* What does Yolanda's mother mean when she says, "Better to be a big fish in a little pond than a little fish in the ocean?"

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. *