

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

Reader's Name _____ Grade _____ Date _____
 Excerpt from *Dragon's Blood*, by Jane Yolen, pp. 87-88
 Level X 373 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)*
 "The main character, Jakkin, has just stolen a dragon hatchling from a dragon named Heart O'Mine at a dragon nursery. He hopes to raise and train the dragon as a fighter. 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.*

The shock of the night air, cool in comparison with the moist heat of the barn, made Jakkin shiver. The hatchling gave an unanswerable shiver against his chest.

"There, there, little one. There, there, beauty," he said, and slipped the trembling snatchling inside his shirt.

Its soft little nails caught in his skin but tickled rather than hurt, and he could feel its heart beating rapidly. He decided to keep it wrapped up until they reached the oasis.

Crossing a stone weir, one of many catch basins for the Narrakka waters, Jakkin listened again for sounds.

Then he scrambled up (**100 words**) the embankment and headed out across the sands.

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

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More observations & notes to inform instruction:

He traveled partly by instinct, partly by star reckoning, and cursed the light of Akkhan, which was in its brightest phase. He had to get away from the nursery's line of sight before Akka, the second moon, filled the sky as well, for then it would be as light as day, at least for a little while.

There was another way to get to the oasis. It meant going down the road almost a kilometer and then striking out across the sand. But it took longer. He did not have the time. **(200 words)**

The dragon was quiet—sleeping, he would guess—and he stroked it lightly with one finger as he kept it cradled against his chest. Then suddenly he stopped. This was not the end—but the beginning. He had the dragon that he had prayed for, longed for, worked for, but now the hard part began.

He wondered briefly how there could have been such a mistake in the count, ten hatchlings instead of the nine listed. Perhaps they hadn't added in the one with the broken wing. If so, they would know at once that one was gone. Or perhaps **(300 words)** this one, so obviously a newborn, with its eggskin still a bright creamy color and wrinkles even on its wrinkles, perhaps this had been a last-minute egg laid by Heart O'Mine in her own compartment instead of the eggroom. A single. He had never heard of any such thing happening before. But then, he did not know *everything* about dragons. He laughed at himself softly. Everything? Why, he realized, he scarcely knew *anything*. **(373 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:* Where and when does this story take place?

2. *Literal Question:* Why does Jakkin have to get away from the nursery before the moon fills the sky?

3. *Inferential Question:* How do you think Jakkin feels about dragons?

4. *Inferential Question:* How do you think Jakkin managed to steal a dragon from the nursery?

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. *