

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

<p>Reader's Name _____ Grade _____ Date _____</p> <p style="text-align: center;">Excerpt from <i>Pickle Puss</i>, by Patricia Reilly Giff, pp. 4-7 Level L 246 words</p>	<p>Independent Level: Yes No</p> <p>Accuracy Rate: _____</p>
--	--

Book Introduction: (*Say this to the reader before he or she begins the student copy of the text*)
 “In this story a girl named Emily is looking for a book to check out from the library. 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> <ul style="list-style-type: none"> <input type="checkbox"/> Responds to punctuation by changing his/her voice <input type="checkbox"/> Self corrects before asking for help <input type="checkbox"/> Pauses while reading to think <input type="checkbox"/> Flexible word-solver <input type="checkbox"/> Reads in phrases rather than word by word <input type="checkbox"/> Miscues make sense <input type="checkbox"/> Miscues fit the syntax or structure of the sentence <input type="checkbox"/> Miscues look similar to words in the text 	<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 style="margin-top: 20px;">Just then Mrs. Baker came over. She smiled</p> <p style="margin-top: 10px;">at them.</p> <p style="margin-top: 10px;">All her freckles crinkled up.</p> <p style="margin-top: 10px;">“I’m going to find a book,” Emily told her.</p> <p style="margin-top: 10px;">“A good one.”</p> <p style="margin-top: 10px;">“Right,” said Mrs. Baker. “I’ll print your</p> <p style="margin-top: 10px;">name on the chart. Then every time you read a</p> <p style="margin-top: 10px;">book, you’ll get a fish. You can put it next to your name.”</p> <p style="margin-top: 10px;">Emily went to the shelves. She pulled out a</p> <p style="margin-top: 10px;">book. <i>Five Children and It</i>.</p> <p style="margin-top: 10px;">It was too fat.</p> <p style="margin-top: 10px;">“I read that book,” said a boy.</p> <p style="margin-top: 10px;">Emily looked at him. He had a nice face.</p>
--	---

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

More observations & notes to inform instruction:

He was a fifth-grade monitor in school.

“My name (*100 words*) is Freddie S.,” he told her.

“That’s a good book.”

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

Emily looked down at the book.

It had about a skillion pages.

It would take forever to read.

“Well...” she said.

“Go ahead. Try it,” said Freddie.

“I guess so,” Emily said.

She went to Mrs. Baker’s desk.

Too bad she didn’t have a skinnier book.

She looked back.

Freddie was talking with his friend Edward.

Emily stuck the fat book on the book cart.

She grabbed another one.

It was much skinnier.

She gave it to Mrs. Baker.

Mrs. Baker checked it out. “You like snakes?” she asked.

“Yucks,” (*200 words*) said Emily. Then she looked at the book.

There was a snake on the cover. It was the kind with the fat neck. Its tooth was sticking out.

“I mean, I love them,” Emily said.

She grabbed the book.

She went out the door with Stacy. (*246 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.

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

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:* How can Emily get a fish by her name on the chart?

2. *Literal Question:* What book did Emily check out from the library?

3. *Inferential Question:* Why does Emily say that she loves snakes?

4. *Inferential Question:* How does Emily feel about the first book she picks up?

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. *