

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

Reader's Name _____ Grade _____ Date _____
Excerpt from *Third Grade Detectives #2, The Puzzle of the Pretty Pink Handkerchief*, by George E. Stanley, pp. 16-19
Level M 316 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)*
 “Todd’s teacher, Mr. Merlin, and his third grade class like to solve mysteries. In this part, Todd and his friend Noelle have just walked home together to Todd’s house after school. Todd’s grandmother stays with him every day until his parents get home. 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.*

“We’re hungry, Grandma,” Todd said. “Did you bake me some cookies last night?”

“Don’t I always?” his grandmother said.

Todd grinned.

Noelle called her mother to tell her where she was.

Todd’s grandmother poured two glasses of milk and put the cookie platter in the center of the table.

“Can we eat in your tree house?” Noelle whispered.

“That’s a great idea,” Todd said. “I haven’t been up there since last summer.”

His grandmother put their milk in plastic cups. She put their cookies in a plastic bag. Then Todd and Noelle headed out the back door to the tree (**100 words**) house.

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

Todd held the milk and cookies with one hand. He used his other hand to climb up the rope ladder. Noelle was right behind him.

When they were both inside the tree house, Todd said, “Where’d that come from?” He picked up a pink handkerchief.

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More observations & notes to inform instruction:

“You probably left it here last summer,” Noelle said.

“I don’t use pink handkerchiefs, Noelle,” Todd said. “Somebody else has been up here.” He held up the pink handkerchief to the light.

“Well, it’s obviously been here for ages,” Noelle said. “It’s filthy.”

“It looks like it has earwax on it,” Todd said.

Noelle (**200 words**) looked closely, “Hey! Maybe that’ll tell us whose handkerchief it is.”

“That’s no clue. All earwax looks the same,” Todd said. He pointed to a corner of the pink handkerchief. “Here’s the clue. ‘JPJ.’ That’s someone’s initials.”

“Who’s JPJ?” Noelle asked.

“That’s the mystery we have to solve,” Todd said.

Todd and Noelle finished their milk and cookies.

Then Noelle went home. Todd went to his room.

He put the pink handkerchief inside a plastic bag and laid it on the top of his dresser. He’d take it to school tomorrow. He’d show it to Mr. Merlin. The Third-Grade Detectives (**300 words**) now had a new mystery to solve.

Who left the pink handkerchief in Todd’s tree house?

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, "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:* Where did they have their snack?

2. *Literal Question:* What do Noelle and Todd want to find out?

3. *Inferential Question:* The letters JPJ are on the pink handkerchief that Todd and Noelle found. How can these help Todd and Noelle?

4. *Inferential Question:* What can you tell about Todd and his grandma's feelings for each other?

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. *