

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

Reader's Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_  
 Excerpt from *26 Fairmont Avenue*, by Tomie DePaola  
 Level N 288 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*)  
 "Tomie's family built a new house in 1938, and here, Tomie is describing that experience. 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.*

When my mom and dad decided to build a house, friends told them that they were building "out in the sticks." That meant way out where not many people lived. There wasn't even a real street. Just a dirt road. But it wasn't that far from our apartment on Columbus Avenue.

It was really great watching the house being built. First a steam shovel dug a huge hole for the foundation. Next a cement truck came, and workers poured the cement down a chute that looked like a long sliding board. I pretended that the concrete gushing down was lava (**100 words**) coming out of a volcano (I had seen that in a movie with my mother).

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

After the foundation was set and the cellar was finished, the builders came to start on the house itself. They covered the opening over the cellar with wood, and that became the floor. Then they put up these things called "studs", which were pieces of wood called "two-by-fours" because they are two inches thick by four inches wide.

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*More observations & notes to inform instruction:*

They had just finished this part of the house when the hurricane struck. It was a good thing the walls weren't up yet, because the house probably **(200 words)** would have blown away. A new house a few streets away was knocked down by the wind. All that was left was the cellar and a mess of broken wood. They had to start all over again. It was sad, but I was glad it wasn't our house.

All our relatives were excited about the house at 26 Fairmont Avenue. I guess a new house with a big yard and a view of West Peak with Castle Craig on top was exciting. I know I thought it was. **(288 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, "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:* What are the steps to building Tomie's new house?
  
2. *Literal Question:* Where are they building Tomie's new house?
  
3. *Inferential Question:* Why was it really great watching the house be built?
  
4. *Inferential Question:* How will Tomie's new home be different from where he is moving from?

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. \*