

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

Reader's Name _____ Grade _____ Date _____ Excerpt from <i>The Kid in the Red Jacket</i> , by Barbara Park, pp. 35-36 Level O 238 words	Independent Level: Yes No Accuracy Rate: _____
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Book Introduction: (*Say this to the reader before he or she begins the student copy of the text*)
 “Howard is upset that he had to move to a new city, but Molly, his very young, new next door neighbor is trying to be his friend. 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> <p><input type="checkbox"/> Responds to punctuation by changing his/her voice</p> <p><input type="checkbox"/> Self corrects before asking for help</p> <p><input type="checkbox"/> Pauses while reading to think</p> <p><input type="checkbox"/> Flexible word-solver</p> <p><input type="checkbox"/> Reads in phrases rather than word by word</p> <p><input type="checkbox"/> Miscues make sense</p> <p><input type="checkbox"/> Miscues fit the syntax or structure of the sentence</p> <p><input type="checkbox"/> Miscues look similar to words in the text</p>	<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>“Hey, I got an idea!” offered Molly excitedly. “Why don’t we go over to my house and sit there?” It was like she hadn’t even noticed that we weren’t becoming friends. I shook my head and moved to the middle of the yard.</p> <p>Molly sat next to me and tried to grab my hand again. Then, she wrinkled up her nose and grinned. “I like you Howard Jeeper,” she said. “Do you like <i>me</i>?”</p> <p>All of a sudden I just couldn’t stand it anymore. That happens sometimes.</p> <p>You’re going along, trying to put up with something, then all of a (100 words) sudden it gets to you.</p> <p style="text-align: center;">***** (Reader may read silently from this point on) *****</p> <p>“Listen, I think you’d better go home now, okay?” I blurted. “I think I heard your mother calling,”</p> <p>Molly got a funny look on her face. “No, you didn’t.”</p> <p>“Yes, I did!” I insisted, holding my hand up to my ear. “Listen, didn’t you hear her?”</p> <p>Looking puzzled, Molly stared at me a second. Then suddenly her face seemed to lose its happiness. “I didn’t hear my mommy calling,” she said in a small little</p>
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More observations & notes to inform instruction:

voice. “And you didn’t either.”

“I did too,” I persisted. “I’m almost positive that I—”

“No you didn’t!” Molly (*200 words*) yelled, interrupting me. “You didn’t hear my mommy calling me because I don’t have a mommy anymore! She and my daddy got divorced from me! I just live with my nonny now!”

I didn’t know what to say. (*238 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:* Where does Molly invite Howard to go?

2. *Literal Question:* Who does Molly live with?

3. *Literal Question:* Why does Howard pretend that he hears Molly's mom calling her?

4. *Inferential Question:* How do you think Howard is feeling at the end of the passage?

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. *