

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

Reader's Name _____ Grade _____ Date _____ Excerpt from <i>Old People, Frogs, and Albert</i> , by Nancy Hope Wilson, pp. 28-29 Level Q 234 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*)

'In this part of the story, Albert's teacher, Ms. Dali, is talking to the class about Mr. Spear, a man who comes to school to listen to the students read. He has been in the hospital. 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.*

A few weeks later, in the middle of November, Ms. Dali announced, "Good news!" She waited till everyone was paying attention. Then she said, "Mr. Spear is out of the hospital."

Albert felt something jump in his chest. "When's he coming back? Today?"

Ms. Dali didn't hear him because everyone was asking questions all at once.

"One at a time," she said, and called on Safa. "Can he talk now?" Safa asked.

"A little, but he isn't walking much yet. He's using a wheelchair."

Albert had put his hand up, but now he took it down. He held his breath (**100 words**) and let the other kids ask questions.

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

Ms. Dali explained that Mr. Spear wouldn't be coming to school—not right away. He was much better, but he still needed lots of help and care. He couldn't live alone anymore. "At least he'll be living nearby," she said, "right up the street at the Pine Manor Nursing Home."

"Great!" Tiffany burst out. "Can we go visit?" Albert looked out the

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More observations & notes to inform instruction:

window. He could still hear Ms. Dali’s voice, but something louder was rushing in his head. Pine Manor. Mr. Spear was in Pine Manor. Albert squeezed his eyes shut. He hoped (**200 words**) Ms. Dali would stop talking soon. He hoped kids would stop asking questions. He wanted to do a hard math paper or something. He didn’t want to think about Mr. Spear in Pine Manor. (**234 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 is the big news that the teacher tells the students?

2. *Literal Question:* Why can't Mr. Spear come back to school?

3. *Inferential Question:* How do you think Albert feels when he first hears the news? What makes you think this?

4. *Inferential Question:* How do Albert's feelings change?

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. *