

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

Reader's Name _____ Grade _____ Date _____
 Excerpt from *No More Magic*, by Avi, pp. 20-22
 Level R 407 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*)
 "Chris's bike has been stolen and his parents have a plan to get him another bike. 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.*

I just didn't feel like doing anything much for the rest of the day. Mike went out with his friends so I stayed up in my room and played, building a neat castle and fighting a war with the plastic knights my mother had gotten me. I made one Merlin the Magician. That was Saturday.

The next morning, Sunday, we had our usual family breakfast, about the only time the bunch of us get to sit down and take as long as we want. About halfway through my mother said, "I have an idea."

Now when she or my father (**100 words**) say that, that's not what they really mean.

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

It's their way of announcing they've decided something.

"Maybe we should get you another bike," she said. "Mr. Bullen is open on Sundays. I'm sure we could find one."

"What happens if he finds the one he lost?" asked Mike.

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More observations & notes to inform instruction:

“I doubt very much if he will,” my father said.

“Mr. Podler said he saw someone with it,” I reminded him.

“We all know about Mr. Podler,” was my father’s answer to that. “Someday I’ll tell you about the ghosts he saw in City Hall.”

“Don’t you want a bike?” my mother (**200 words**) asked.

Mike’s question was the right one. “What happens if my old one turns up?” I asked.

“We’ll worry about this if it happens,” suggested my mom. “It’s up to you. We can get one if you want.”

“If I do get a new one, does that mean I have to stop looking for the old one?” I wanted to know.

“I don’t see much point in looking,” said my father. “But if you want to, there’s no one saying you can’t.”

“Okay, I’ll get one.”

“I’ll go with you,” Mike said suddenly. “I need some radio parts.”

It was (**300 words**) eleven when my mother, Mike with his radio parts box, and I got into the car and drove to Mr. Bullen’s junk yard a little way out of town.

My mother has always had a particular liking for Mr. Bullen, and since she likes junk, it’s not hard to see why. The lot is something kind of hard to describe. It has just about everything in the world piled up so much that it’s hard to find anything. There are some sections, such as shutters, or bathtubs, but aside from those, you just have to go looking and there are (**400 words**) more hiding places there than anywhere else. (**407 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, "In writing, retell the important parts of what you just read and answer the four questions. You may look back at the text if you need to." The reader will write the retelling and answers to Part 1 on the student copy. You may assess the reader's comprehension when finished. If the reader has difficulty writing the retelling or the answers to Part 1, you may complete any or all of this section orally.

Optional: 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:

The reader will answer these four questions on the student copy, along with the written retelling.

Optional: 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 is Chris's mom trying to make him feel better?

2. *Literal Question:* Where are they going to go to look for a new bike?

3. *Literal Question:* Chris's dad says "We all know about Mr. Podler...Someday I'll tell you about the ghosts he saw in City Hall." What does he mean by this?

4. *Inferential Question:* Explain how Chris feels about getting a new bike.

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. *