

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

Reader's Name _____ Grade _____ Date _____ Excerpt from <i>One-Eyed Cat</i> , by Paula Fox, pp. 37-38 Level S 366 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*)

“Ned is a minister’s son who is about to turn 11 years old. Uncle Hilary, his mother’s brother, has just given him his birthday present. In this scene, Ned opens the present. 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>If he had made a guess, it would have been the last thing he would have guessed, even if he’d been given one hundred chances. The room was so still he could hear the two men breathing. He picked up the air rifle and sat back on his heels.</p> <p>“A Daisy,” he said, looking up at his uncle, who nodded at him rapidly as though to assure it <i>was</i> a gun he was holding.</p> <p>“It’s loaded,” said Uncle Hilary. “All ready to go. It’s time you had a boy’s present instead of an old bone or a dead bug or (100 words) an ancient coin that wouldn’t buy you a jelly bean.”</p> <p style="text-align: center;">**** (<i>Reader may continue silently from this point on</i>) ****</p> <p>“Those coins and bugs and bones and carvings you brought Ned were splendid,” Papa said loudly, “tokens, clues to the past, signs for guessing and imagining.”</p> <p>“Happy Birthday, Ned,” Uncle Hilary said uncertainly.</p> <p>“What is there to imagine with a gun?” asked Papa in the same loud voice.</p> <p>“Hilary, your gift is not quite the thing...”</p>
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More observations & notes to inform instruction:

Ned’s hands tightened around the gun.

“Something dead,” Papa said more quietly. “That’s what there is to imagine with a gun.”

“I had thought of target practice,” Uncle Hilary said stiffly. “I had thought **(200 words)** of skill and a trained eye—”

“Perhaps in a few years,” his father said as though his uncle hadn’t seen.

“When you reach your fourteenth birthday, Ned, if you still want to learn to shoot--”

“Papa,” protested Ned, “don’t you remember when you took me to the fair? You let me try at the rifle range and the man said I had a true eye and a steady hand. Don’t you remember that?”

“That was a game,” Papa said. “Oh, Hilary! Really, you should have asked me about this!”

“I had thought, James, you would be overjoyed if **(300 words)** Ned brought down one of those chipmunks that has been dining on your roof timbers. You complain endlessly about them...”

“That’s just what I don’t want him to do,” Papa said. His voice took a conciliating tone. “Hilary, I know Ned appreciates your generosity. I do, too. But I must say no this time. I’ll put the gun away. Ned can have it when he’s older.”

(366 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:* What were some of the other presents Uncle Hilary had given to Ned before?

2. *Literal Question:* At the end of the scene, what does Papa decide to do with the present?

3. *Inferential Question:* In the text it says, "Something dead," Papa said more quietly. "That's what there is to imagine with a gun." How do you think Papa feel about guns?

4. *Inferential Question:* How do you think Ned feels about what happened in the scene?

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. *