

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

Reader's Name _____ Grade _____ Date _____ Excerpt from <i>Crazy Lady</i>, by Jane Lesly Conly, pp. 13-14 Level U 377 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*)

“Vernon and his friends, Bobby, Chris and Michael, are junior high school boys who have been wandering around a store where they go to steal candy bars. In this scene, they are leaving the store and are about to head home. Vernon is narrating the scene. 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.*

That was when we saw them. I mean really saw. They’d been around for years, but I hadn’t paid much attention.

“Look at that,” Bobby said.

We looked.

A woman was coming up the middle of the street. She was short and stocky, and her hair stuck out to the sides. She was wearing dark glasses and smoking a cigarette, and the top of her head was a big red hat with a tassel on it. She was moving as if she didn’t want anyone to get in her way.

The kid who was holding on to her was even (**100 words**) stranger than she was.

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

He was tall and skinny—real skinny. His skin was broken out, which made me think he was a teenager but you couldn’t be sure. The look on his face was more like a kid’s: scared. His eyes were open wide, and his mouth was working as if he

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More observations & notes to inform instruction:

wanted to talk, and he was holding tight to her arm.

“She’s something else,” Jerry said. “What’s her name?”

“Maxine Flooter. The little kids call her the crazy lady. And that’s her goofy son, Ronald.”

Maxine must have guessed we were talking about her. “Hey, you boys,” **(200 words)** she yelled. “You stay out of my way.”

“Nobody’s getting in your way,” Bobby said.

“You stay out of my way,” she repeated. “This is the United States of America. I can walk down the streets if I want to.”

“I ain’t in your way,” Bobby said. Then he did something mean. He threw a candy-bar wrapper out in front of them. “There’s some candy for your baby,” he said.

She bent over and picked it up, and when she saw it was empty, she let out a string of cussing like I never heard in my life. I couldn’t **(300 words)** believe it. It was like getting a whole new education.

We laughed it up. Then Jerry threw a couple of pinecones at her. They hit her coat. She screeched like a tomcat.

“I’ll knock you halfway to Alabama!” she shouted. She swung her pocketbook over her head.

Jerry laughed, but I could tell he was nervous.

“Go ahead—throw it!” he yelled.

“I wish I could. I’d send you flying up the street like a Ping-Pong ball.”

(377 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:* Who is the person with the lady and what does he look like?

2. *Literal Question:* What does Bobby do to the lady?

3. *Inferential Question:* In the text it says, "His mouth was working as if he wanted to talk." What does this tell you about the crazy lady's son?

4. *Inferential Question:* Why do you think Bobby and Jerry treat the crazy lady the way they do?

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

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|------------|-----------|---|
| 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. *