

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

Reader's Name _____ Grade _____ Date _____
 Excerpt from *Twenty-One Balloons*, by William Pene du Bois
 Level V 327 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*)
 "Professor Sherman is an explorer who travels in a hot-air balloon called the *Globe*. 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.*

When released, my balloon instantly and gracefully rose to a height of sixteen hundred feet. Before taking off, I had lain down on my balloon mattress on the floor of my basket house and held tightly to two handles attached to the floor. The first jolt was quite a large one, but as soon as the *Globe* reached its cruising altitude, which seemed to take only a minute or two, my flying basket house was as calm and easy to move around in as if it were on the ground. I got up off my mattress, straightened some books which (**100 words**) had fallen from their shelves, and walked out on my porch to have a last look at San Francisco.

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

I noticed quite a few people looking up at me. I even noticed crowds of people running down the streets in the same direction that I was flying, so absorbed at

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More observations & notes to inform instruction:

looking up at me that they kept bumping into other people at street intersections.

This was most flattering.

In less than ten minutes, I was out over water and watching the coastline disappear from view. Several sea gulls were following the *Globe* as it flew off over the Pacific. Some (**200 words**) of them rested on the silken surfaces of the balloon itself, which gave me some cause to worry. I knew the cloth, which was specially prepared and made to withstand tremendous punishment of all kinds, wouldn't be damaged by the gulls. But the sight of the birds, their sharp claws extended, coming in for a fast landing on my huge balloon, scared me to death.

Mariners have often told me that they consider sea gulls to be good luck and always feed them by throwing garbage overboard. I didn't have any garbage at that early stage of my trip and (**300 words**) couldn't afford to spare any of my precious food for feeding birds so I had to risk misfortune and let the gulls go hungry. (**324 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 did Professor Sherman do before taking off in the hot air balloon?

2. *Literal Question:* What are some of the things inside Professor Sherman's basket house?

3. *Inferential Question:* What makes you think that Professor Sherman might be going on a long trip?

4. *Inferential Question:* Why do you think Professor Sherman seems so concerned about the sea gulls?

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. *