

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

Reader's Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_  
 Excerpt from *Children of the River*, by Linda Crew, pp. 5-7  
 Level X 000 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)  
 "Sundara and her aunt's family are aboard a ship helping them to flee from Cambodia when an army was overtaking their government. 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.

For three weeks they'd been on the sea, and Soka, her aunt, was ill. Sundara had been left to care for the little one alone.

She scanned the crowd. Surely there was one nursing mother who could help her. Ah! Over there, sitting by the motorcycle...

Sundara bowed awkwardly before the young mother and her child. "Excuse me, please. My aunt is very sick and her milk has dried up. Now her little one grows weak too."

The woman winced, then averted her eyes. She held her own baby a little closer.

Sundara licked the salt from her cracked lips. (100 words) "I was wondering...could you...?"

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

"I'm sorry," the woman whispered, "I would, but... Oh, this is all so terrible. I'm not getting enough to drink myself. Soon I'm afraid I won't have milk for my own."

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*More observations & notes to inform instruction:*

Oh God, what to do?

She went down to the hold where they guarded the donated supplies and found it crowded with people pleading for extra shares. Breathless with the heat, she finally squeezed through to one of the men in charge.

“Our baby is so sick. Can you give me something for her?”

“Everyone’s sick,” he replied impatiently, showing bad teeth. His breath stank. **(200 words)** “Everyone wants something extra. There’s not enough extra for all seven hundred!”

“For the love of heaven,” said a woman. “Can’t you even give her an extra packet of milk?”

The man’s mouth twisted. “Well, here then.” Grudgingly, he shoved a packet at her. Tears squeezed from the corners of her eyes.

“Now what’s the matter?” he demanded.

“Thank you. I’m grateful, but...I think that’s partly what made her sick, because before I had to mix milk in water without boiling it first.”

He glanced around. “That Thai ship donated these. Sugar water or something.” He held up a glass **(300 words)** bottle of clear liquid.

“I’ll take it,” Sundara said quickly. It was liquid; it looked clean. She had to try something. **(321 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 was Sundara expected to do that most girls her age would not be expected to do? Why?
  
2. *Literal Question:* Why did the woman refuse to feed the little one for Sundara?
  
3. *Inferential Question:* How would you describe the man in charge of the donated supplies? Use evidence from the story to support your answer.
  
4. *Inferential Question:* Why do you think Sundara chose to accept the bottle of Sugar Water the man in charge offered?

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. \*