

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

Reader's Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_  
Excerpt from *Toning the Sweep*, by Angela Johnson, pp. 10-11  
Level Y 203 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)*  
“In *Toning the Sweep* by Angela Johnson, Emily is visiting her grandmother. 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’ve always wondered what it would be like to have a grandmother who sends you cookies in the mail and goes to church on Sundays like most of my friends’ grandmothers. One friend’s grandmother even knits her sweaters for her birthday.

I can’t imagine Ola knitting me anything. She does send me pamphlets on world hunger and the environment. And she sent me a T-shirt from Jamaica when she went there to a reggae festival. Ola has sent me beads from Africa and incense from India, even a case of olives from Greece ‘cause she remembered that I hadn’t tried **(100 words)** them.

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

“You have to try everything if you want to live in this world” is what she always says.

Ola’s taken me traveling some. Is that grandmotherly? I wonder. On one of my

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*More observations & notes to inform instruction:*

visits to her, when I was five, we went to the mountains. We hitchhiked with Ola's friend Martha Jackson to get there. I still remember some of the things I saw. I can smell coffee now and still remember all the truck stops and even riding in the back of a pickup truck with hunting dogs.

I don't even remember the mountains, but I do remember the trip *(200 words)* getting to them. *(203 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 does Ola act differently than her friends' grandmothers?
  
2. *Literal Question:* What are some memories she has of her grandmother?
  
3. *Inferential Question:* Why do you think Emily remembers the trip to the mountains, but not the mountains?
  
4. *Inferential Question:* What does Ola mean when she says, "You have to try everything if you want to live in this world?"

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. \*