

Teacher Copy
 A-I Reading Assessment for Independent Reading Levels

Reader's Name _____ Grade _____ Date _____ Independent Level: Yes No
Ruby's Whistle, Bebop Books
Level F 147 words

Book Introduction: Show the cover of the book to the student and say this to the reader before he or she begins reading.
 "This is a story about a girl named Ruby who wants to learn how to whistle. Let's read the story to find out what happens."

<i>Check the reading behaviors you notice the child using. These notes may not determine the reader's independent reading level, but will inform your teaching:</i>	Running Record: Record the reader's miscues (or errors) above the word as he or she reads.	# of Errors	Error MSV	# of SC	SC MSV
<input type="checkbox"/> Reads increasingly more difficult words, using letter sounds and word parts.	3. Ruby can't whistle.				
<input type="checkbox"/> Uses parts from known words to read unknown words.	5. She can blow bubbles with her gum. But she doesn't know how to whistle.				
<input type="checkbox"/> Begins to monitor, cross-check sources of information and self-correct at the point of error. Some rereading or skipping to go on may be necessary.	7. "Watch me," says Daddy. He places two fingers in his mouth and blows. A whistle comes out.				
<input type="checkbox"/> Integrates sources of information: Monitoring: checks to make sure what has been read makes sense and sounds right as well as looks right.	9. Ruby puts two fingers in her mouth and blows. Nothing comes out.				
<input type="checkbox"/> Reads with more fluency and phrasing.	11. "Watch me," says Mommy. She places her lips together in an O shape and blows. A whistle comes out.				
	13. Ruby puts her lips together in an O shape and blows. Nothing comes out.				

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Running Record continued: <i>Record the reader's miscues (or errors) above the word as he or she reads.</i>	# of Errors	Error MSV	# of SC	SC MSV
15. Ruby still can't whistle.				
17. On Sunday, Mommy and Daddy take Ruby to the park. There are many birds in the park.				
19. Ruby swings on a swing.				
21. Ruby slides on a slide. Ruby listens to the birds whistling to each other in the trees.				
23. Later that day Ruby begins to whistle. "Ruby, who taught you to whistle?" ask Mommy and Daddy.				
24. Ruby smiles. "The birds taught me," she says.				

Accuracy Rate: Circle the number of miscues & percentage of words read correctly. Note: Self corrections do not count as errors.							
100%	99%	99%	98%	97%	97%	96%	95%
0 miscues	1 miscue	2 miscues	3 miscues	4 miscues	5 miscues	6 miscues	7 miscues
Total Number of Self Corrections:							

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Literal and Inferential Retelling

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 child has trouble getting started, prompt the child to look at the text. Say to the child, "What happened first?" Make a note that you prompted their retelling.

Part 1: 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 following questions and take note of the answers.

1. *Literal Question:* What are three things that Ruby knows how to do?

2. *Literal Question:* Who tried to help Ruby learn to whistle?

3. *Literal Question:* How do they help?

4. *Inferential Question:* How do you think Ruby learned to whistle?

The reader must answer at least three of these questions adequately in order to determine if this is the child's independent reading level. Try the other Level F text if the child could not answer at least three of these questions.

Fluency

At this level students should no longer be pointing under words with their finger. This will enable you to better evaluate their fluency in reading. Use the following questions to assess phrasing and fluency.

Did the reader track print with eyes instead of finger pointing?	Yes	No
Did the student respond to punctuation by changing his/her voice?	Yes	No
Did the reader use pitch, stress, and intonation when appropriate to approximate telling important or unusual information?	Yes	No
If the reader paused while reading, were the pauses brief?	Yes	No
At a point of difficulty, did the reader stop to problem-solve words on the run?	Yes	No

Final Score

Yes No The reader's accuracy rate was at least 96%.
 Yes No The reader answered at least three comprehension questions in Part 1 correctly.
 Yes No Did the retelling express the important parts in the text?
 Yes No The reader reads with some fluency.

If the answer is "Yes" to all four questions, this is the child's independent reading level.