

Teacher Copy  
 A-I Reading Assessment for Independent Reading Levels

Reader's Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_ Independent Level: Yes No  
 Moving Day Surprise, Bebop Books  
 Level G 209 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 boy who has a pet fish. His mom and dad tell him they must move. Let's read to find out what happens."*

<p><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></p>	<p><b>Running Record:</b> Record the reader's miscues (or errors) above the word as he or she reads.</p>	# of Errors	Error MSV	# of SC	SC MSV
<input type="checkbox"/> Reads increasingly more difficult words, using letter sounds and word parts.	<p>1. My family lives in an apartment.</p> <p>This is my room.</p> <p>This is my fish, Flipper.</p>				
<input type="checkbox"/> Uses parts from known words to read unknown words.	<p>2. Our apartment is big enough for three people and one fish.</p>				
<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.	<p>3. But now we have a new baby.</p> <p>"Our apartment is too small," says Papa.</p> <p>"We need more room," says Mama.</p>				
<input type="checkbox"/> Integrates sources of information: Monitors: checks to make sure what has been read makes sense and sounds right as well as looks right.	<p>4. On Sunday Mama and Papa go to find a bigger apartment.</p> <p>Grandma stays with me and the baby.</p>				
<input type="checkbox"/> Read with more fluency and phrasing.	<p>5. I tell Grandma my secret.</p> <p>"Flipper likes his friends and his school," I say.</p> <p>"He will miss them if he moves away."</p>				
	<p>6. "I didn't know Flipper went to school," says Grandma.</p> <p>Grandma tickles me and I feel better.</p>				

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**Running Record continued:** Record the reader's miscues (or errors) above the word as he or she reads.

7. Mama and Papa come home.

They look happy.

They have found a bigger apartment.

“We move next weekend,” says Mama.

I am sad.

Flipper is sad too.

8. On Friday night Mama gives me

a box to pack my toys.

I put everything in the box

except Flipper.

9. On Saturday we are all packed.

“We are ready to go,” says Papa.

10. We get in the elevator.

We do not go down.

We go up to the sixth floor.

11. “Who lives on six?” I ask.

“We do now,” says Papa.

“This apartment is big enough for four people and one fish,” says Mama.

12. Flipper is happy.

I am too.

# of Errors	Error MSV	# of SC	SC MSV

**Accuracy Rate:** Circle the number of miscues & percentage of words read correctly. Note: Self corrections do not count as errors.

100%	99%	99%	98%	98%	97%	97%	97%	96%	96%	95%
0	1	2	3	4	5	6	7	8	9	10
miscues	miscue	miscues	miscues	miscues	miscues	miscues	miscues	miscues	miscues	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:* Why did the grandmother come to the apartment?
  
2. *Literal Question:* Why did the family need a larger apartment?
  
3. *Literal Question:* What do Grandma and the boy do together?
  
4. *Inferential Question:* Why was the boy happy at the end of the story?

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 G 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 list will also 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.