

Teacher Copy  
 A-I Reading Assessment for Independent Reading Levels

Reader's Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_ Independent Level: Yes No  
**Silent Sam, Bebop Books**  
**Level H 144 words**

**Book Introduction:** Show the cover of the book to the student and say this to the reader before he or she begins reading.  
 "In the story Silent Sam, a boy named Gus has a parrot named Sam. Gus wants Sam to say his name, 'Gus.' Let's read this story to find out if Sam did learn to say the boy's name."

<p><b>Check the reading behaviors you notice the child using.</b>  <i>These notes may not determine the reader's independent reading level, but will inform your teaching:</i></p> <p><input type="checkbox"/> Keeps the accumulating story events (or content) in mind.</p> <p><input type="checkbox"/> Uses meaning of accumulated text to figure out unfamiliar words.</p> <p><input type="checkbox"/> Stops and self-corrects at the point of error.</p> <p><input type="checkbox"/> Reads with fluency.</p>	<p><b>Running Record:</b> Record the reader's miscues (or errors) above the word as he or she reads.</p> <p>2. Gus has a parrot. The parrot's name is Sam. Gus wants to teach Sam to talk.</p> <p>4. "Say Gus," Gus says to Sam. Sam is silent.</p> <p>6. Gus makes a tape. He says, "Gus, Gus, Gus..." until the tape ends.</p> <p>8. Gus plays the tape for Sam. Sam is silent.</p> <p>10. Gus sings his name for Sam. Gus cheers his name for Sam.</p> <p>12. Gus even shouts his name. But Sam is silent.</p> <p>14. "Sam, you are no fun," Gus says. Gus decides to play ball.</p>	# of Errors	Error MSV	# of SC	SC MSV

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<p><b>Running Record continued:</b> <i>Record the reader's miscues (or errors) above the word as he or she reads.</i></p> <p>16. Gus kicks his ball.</p> <p>The ball knocks over the plant.</p> <p>“Oh no!” Gus says.</p> <p>18. Mom rushes into the room.</p> <p>She looks at the dirt on the floor.</p> <p>“Who knocked over the plant?”</p> <p>Mom asks.</p> <p>20. Mom looks at Gus.</p> <p>Gus looks at Sam.</p> <p>22. “Gus, Gus, Gus,” says Sam.</p> <p>24. Gus has a parrot.</p> <p>The parrot’s name is Sam.</p> <p>Gus wants to teach Sam</p> <p>to be silent.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%; text-align: center;"># of Errors</th> <th style="width: 15%; text-align: center;">Error MSV</th> <th style="width: 15%; text-align: center;"># of SC</th> <th style="width: 15%; text-align: center;">SC MSV</th> </tr> </thead> <tbody> <tr> <td style="height: 600px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	# of Errors	Error MSV	# of SC	SC MSV				
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<p><b>Accuracy Rate:</b> Circle the number of miscues &amp; percentage of words read correctly. Note: Self corrections do not count as errors.</p>							
100%	99%	99%	98%	97%	97%	96%	95%
0 miscues	1 miscue	2 miscues	3 miscues	4 miscues	5 miscues	6 miscues	7 miscues
<p><b>Total Number of Self Corrections:</b></p>							

## A-I Reading Assessment for Independent Reading Levels

**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:* Name some ways Gus tried to teach his parrot to talk.
  
2. *Literal Question:* What happened when Mom asked, "Who knocked over the plant?"
  
3. *Literal Question:* Why did Gus decide to play ball?
  
4. *Inferential Question:* How do you think Gus feels 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 another 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.