

Teacher Copy
 A-I Reading Assessment for Independent Reading Levels

Reader's Name _____ Grade _____ Date _____ Independent Level: Yes No
Mud Tortillas, Bebop Books
Level I 278 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 this story, *Mud Tortillas*, Adriana makes tortillas for her sister Teresita. Do you know what tortillas are?" (The teacher could show page 24 of the book, and define tortilla.) "Let's read this story 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><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>Running Record: Record the reader's miscues (or errors) above the word as he or she reads.</p> <p>3. Two sisters, Adriana and Teresita, loved to play outside in their backyard. Their aunties took care of the girls because their parents worked.</p> <p>5. The aunties usually passed the day talking as they did their daily chores. One day the aunties were making tortillas. The sisters decided they would make their own tortillas.</p> <p>7. "But how will we make tortillas?" asked Teresita. "We will need some flour, some water, and a comal to cook them," replied Adriana. "But how will we find all of that?" asked Teresita. "Not to worry. I will take care of everything!" said Adriana.</p>	<p># of Errors</p>	<p>Error MSV</p>	<p># of SC</p>	<p>SC MSV</p>
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Running Record continued 2: <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
<p>19. "No way!" cried Teresita.</p> <p>"Why not? This tortilla is delicious!"</p> <p>said Adriana.</p> <p>"But it's not a real tortilla," said Teresita.</p> <p>"It is if you believe it is," replied Adriana.</p> <p>21. So Teresita took a bite.</p> <p>The mud tortilla was terrible!</p> <p>Teresita spit it out.</p> <p>Mud got all over her clothes.</p>				
<p>23. Of course, Adriana got in trouble with the aunties for playing such a dirty trick on her sister.</p> <p>Then the aunties taught Adriana to make real tortillas, and Teresita got to eat them!</p>				

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

100%	99%	98%	98%	97%	97%	96%	96%	96%	95%
0	1, 2, or	4	5 or 6	7 or 8	9	10	11	12	13
miscues	3	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:* What did the aunties do at the beginning of the story?

2. *Literal Question:* What did Adriana use to make the tortillas?

3. *Literal Question:* What did Adriana's aunties ask Adriana to do for her sister at the end of the story?

4. *Inferential Question:* How did Adriana convince her sister to eat the mud tortillas?

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 I 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.