

Teacher Copy: Assessment for Independent Reading Levels
Levels A-K (Fiction/Narrative)

Level D

Reader's Name _____ Grade _____ Date _____

Family Soccer by Diana Geddes
Level D 55 words

Independent Level:
Yes No

Accuracy Rate _____ %

Book Introduction: Show the cover of the book to the student and say this to the reader before he or she begins reading:

"Family Soccer is a story about a family who likes to play soccer together. The Mother, the Father, the big brother, the big sister, and the little brother...all of them love to play soccer, and they are all pretty good players. Read this story about what they do that shows they are good soccer players, and find out who is the BEST soccer player in the family."

				E			SC		
		E	SC	M	S	V	M	S	V
<p>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:</p> <p><input type="checkbox"/> Reads words checking the beginning and ending letter(s) while integrating the use of meaning from illustrations and the story.</p> <p><input type="checkbox"/> Makes return sweep to the beginning of the next line in text with more than one line of print.</p> <p><input type="checkbox"/> Reads known words in text automatically.</p> <p><input type="checkbox"/> Begins to integrate sources of information: making sure it makes sense (meaning), sounds right (structure) and</p>	<p>Running Record: Record the reader's miscues (or errors) above the words as he or she reads. Analyze and code miscues with MSV.</p> <p>2: My family played soccer in the backyard.</p> <p>4: Mom hit the ball with her head.</p> <p>6: My brother hit the ball with his chest.</p>								

				E			SC		
		E	SC	M	S	V	M	S	V
looks right (visual). <input type="checkbox"/> May begin to respond to bold text and punctuation marks (i.e. pausing at periods, raising voice at end of a question, and/or showing expression when encountering bold text or an ! mark.)	<p>8: My sister hit the ball with her shoulder.</p> <p>10: Dad hit the ball with his stomach.</p> <p>12: I hit the ball with my knee.</p> <p>14: Mom kicked the ball with her foot.</p> <p>16: Mom scored a GOAL!</p>								

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.

55 Words	100%	99%	98%	97%	96%
	0 miscues	-	1 miscue	-	2-3 miscues
95%	94%	93%	92%	91%	90%
-	-	4 miscues	-	5 miscues	6 miscues

- 96%-100% = independent reading level of accuracy

- 90%-95% = instructional reading level of accuracy

* For specific guidance on administration and scoring miscues, see the *Teacher Guidebook*.

Retell:

Say, "Please retell this story." Be sure to retell the important parts, and to tell them in order." Write notes regarding the student's retelling on the back of this page.

If the student has trouble getting started or says very little, you may use non-leading prompting. Examples of non-leading prompting include: What happened next? Can you say more? Did anything else happen? Make a note that you needed to prompt the student, as you will want to teach this student how to self-initiate more elaborated retells. The child may also refer back to the book as needed.

Use the Sample Student Responses to determine if the child's retelling and responses to the comprehension questions are acceptable. See scoring guidance for specifics regarding how to account for the retell and the responses to questions in determining a student's independent reading level.

Sample retell may sound like this:

"The whole family is playing soccer and the mom scored a goal."

Comprehension Questions: If the student's retell did not include answers to the following questions, please ask any/all of the questions that were not addressed. There are many acceptable responses to each question, some of which are listed below. The reader's response is acceptable as long as it demonstrates an accurate understanding of the text. As the reader answers each question, be sure to record the response carefully. The child may also refer back to the book as needed.

Question	Sample Acceptable Responses
1. <i>Literal:</i> Which one of the family members hit the ball with her shoulder?	"The sister."
2. <i>Literal:</i> Who ended up being the BEST soccer player in the family? Why?	"The mother; she made a goal." [Teacher: Your reader may say one of the other family members (e.g. the little brother because he hit the ball with his knee and didn't touch it), and that is fine. The reader must tell what the person did that makes them the best.]
3. <i>Inferential:</i> In soccer you are not allowed to touch the ball with your hands. Why are all the people in this family good soccer players?	"Because they hit the ball with their feet, their knee, their chest, their stomach, their shoulder or their head. They didn't touch the ball with their hands." "Because they all played a lot."
4. <i>Inferential:</i> How do you think the other family members felt when Mom scored a GOAL?	"They didn't like it because they wanted to score a goal." "If they were playing on teams, the guys were angry because they didn't score the goal." "They were happy that Mom scored a goal." "Sad because she won."

Notes on retelling (this may be a transcription or comments on students' ability to retell in order and prioritize the key story elements):

Student's replies to comprehension questions (if necessary because not addressed in retell):

1)

2)

3)

4)

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Final Score

Yes	No	Was the reader's accuracy rate at least 96%?
Yes	No	Did the reader demonstrate literal and inferential comprehension through one of the following combinations of retell and responses: <ul style="list-style-type: none">• A clear, accurate retell that incorporates answers to three out of four comprehension questions. (This may be with or without non-leading prompting. See directions for retell for more about non-leading prompting).• A mostly accurate retell PLUS acceptable responses to three out of four of the comprehension questions (or addressed in the retell). The retell need not be well-crafted or completely comprehensive, but if it indicates mostly inaccurate comprehension, try the next level down.

Is this the student's independent reading level?

- If you did NOT answer "yes" to all questions in this **Final Score** box, try an easier text. Keep moving to easier texts until you find the level at which you are able to answer "yes" to all questions in the **Final Score** box.
- If you answered "yes" to all questions in this **Final Score** box, the student is reading independently at this level. However, it is possible that the student may also read independently at a higher level. Keep moving to higher passages until you can no longer answer "yes" to all questions. The highest level for which you can answer "yes" for all questions is the student's independent reading level.