

Teacher Copy: Assessment for Individual Reading Levels
Levels A-K (Fiction/Narrative) Level D

Reader's Name _____ Grade _____ Date _____

***The Dog Walker* by Janet Reed**
Level D 125 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:
“*The Dog Walker* is about a little girl named Jill who takes some dogs named Bing, Blake and Spot for a walk. Let’s find out what happens when she takes them for a walk one day.”

	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"/> Uses some of the letter(s) of a word (including some of the final letters) along with meaning. The child first attends to beginning letter(s) and then progresses to using final letter(s).</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, sounds right and looks right.</p> <p><input type="checkbox"/> Demonstrates appropriate stress on words.</p>	<p>Running Record: Record the reader’s miscues (or errors) above the words as he or she reads. Later, analyze and code miscues with MSV.</p> <p>Pg. 2: Jill went to get Bing.</p> <p style="padding-left: 40px;">Jill said,</p> <p style="padding-left: 40px;">“What a nice day</p> <p style="padding-left: 40px;">For a walk.”</p> <p>Pg. 4: Bing jumped up.</p> <p style="padding-left: 40px;">Jill said,</p> <p style="padding-left: 40px;">“Come, Bing!</p> <p style="padding-left: 40px;">I will take you</p> <p style="padding-left: 40px;">To the park.”</p> <p>Pg. 6: Jill went to get Blake.</p> <p style="padding-left: 40px;">Jill said,</p> <p style="padding-left: 40px;">“What a nice</p> <p style="padding-left: 40px;">Day for a walk.”</p> <p>Pg. 8: Blake sat up.</p> <p style="padding-left: 40px;">Jill said,</p> <p style="padding-left: 40px;">“Come, Blake!</p> <p style="padding-left: 40px;">I will take you</p> <p style="padding-left: 40px;">To the park.”</p> <p>Pg. 10: Jill went to get Spot.</p>							

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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.

	100%	99%	98%	97%	96%
100 Words	0 miscues	1 miscue	2 miscues	3 miscues	4-5 miscues

96%-100% accuracy is necessary to determine the reader's independent reading level. Try a lower level text if the reader does not achieve this level.

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Literal and Inferential Retelling

Say, "Please tell what happened in this story." Write notes regarding the student's retell on the back of this page. If the student has trouble getting started, prompt him/her to look at the text. Say, "What happened first?" Make a note that you prompted the student. Some students will retell the story sequentially in response to this prompt, while others will retell the gist of the story. Either response is acceptable here.

Use the Retelling Rubric and Sample Student Responses to determine if the child's retell and response to the comprehension questions are acceptable. If a student is not able to retell but is able to answer the comprehension questions, note that this student will need extra work on how to retell a story.

Comprehension Questions Section: Analyze the student's retelling/summary to see if it contains information that answers each question below. If a question was not answered in the retelling, ask it and record the student's response.

1. *Literal Question:* Why did Jill go to the park?
2. *Literal Question:* What did the dogs do when Jill took them for a walk?
3. *Literal Question:* What did Jill do when the dogs ran?
4. *Inferential Question:* Why did the dogs run?

Final Score

Yes No Was the reader's accuracy rate at least 96%?

Yes No Did the reader answer at least three comprehension questions correctly?

Yes No Did the retelling/summary express the important things that happened in the text?

Is this the student's independent reading level?

- If you did NOT answer "yes" to all three 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 three questions in the **Final Score** box.
- If you circled three "yes" answers in this **Final Score** box, the student is reading strongly at this level. However, it is possible that the student may also read strongly at a higher level. Keep moving to higher passages until you can no longer answer "yes" to all three questions. The highest level that showed strong reading is the independent reading level. For example, you might find that you answered "yes" to all three questions in the **Final Score** box for level D, then a "yes" to all three questions for level E, but only two "yes" answers for level F. Level E is the highest passage on which you were able to answer "yes" to all three questions in the **Final Score** box. Level E is the current independent reading level for the student.