Reading Assessment for Independent Reading Books*

NAME:	LEVEL:
DATE:	
CLASS:	

TITLE OF BOOK:

ACCURACY: _____ %

If you wish to assess the student's accuracy, simply mark off 100 words in their book and ask the student to read the section aloud to you. You will need to read over the student's shoulder and mark miscues and self-corrections on a post-it as he/she reads. You may choose to do a running record and record M/S/V.   Count the miscues that were not self-corrected.

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

Allington says that 96%-100% accuracy is necessary to determine the reader's independent reading level. Unusual names or repeated mispronunciations/miscues do not count as more than one error.   You may also wish to check these boxes as the student reads, if you see evidence of these skills. The first two of these are important for readers at levels N and below, but would be surprising if they were needed above that:

☐ *Flexible word-solver*

☐ *Reads in phrases rather than word by word*

☐ *Miscues make sense*

☐ *Miscues fit the syntax or structure of the sentence*

☐ *Miscues look similar to words in the text*

FLUENCY AND INTONATION

If you wish to assess the student's fluency and intonation, listen for how the student reads. This information may help you decide if the student is struggling a little at this level, is fluent, or would benefit from some instruction and coaching in reading fluently, either in this text or a more familiar one. To double check if it is their fluency or simply the newness of the text, you may give them a chance to pre-read or rehearse, or ask them to go back and pick a favorite page to read to you.

☐ *Responds to punctuation by changing his/her voice*
☐ *Reads dialogue with phrasing and expression*
☐ *Reads in phrases rather than word by word*
☐ *Changes voice to mark shifts in mood or tone*
☐ *Changes voice to reflect meaning and understanding*

*This tool is intended to assess a student in the independent book he or she is reading. For the assessment to be valid, the student needs to be well-matched to the book and the teacher needs to know the level of the book, if you are intending to use this assessment to get an approximate reading level for the student. If the accuracy or comprehension raises alarms, then you should re-assess them in a lower level text.

COMPREHENSION

You will want to assess the student's ability to tell you the big events of the story so far, or in this section, and then you will probably want to ask them what they've noticed so far about the character – this will give you some information about whether the student is able to insightful yet at this level. If they can explain character's feelings, motivations, or relationships, this lets you know that they are reading between the lines. At levels R and above, we're not asking for a sequential retelling but for them to notice the big things that have happened. Some questions you could ask to gather this information:

☐ *Tell me what has really stuck in your mind so far (what seems important):*

☐ *Explain why that part seems important:*

☐ *Where does the story take place? What kind of place is it?*

☐ *Tell me what you know about the character so far:*

☐ *At this point in the story (or an important part the reader mentioned), what do you imagine the character might be feeling and why?*

☐ *Tell me about any themes or issues that you are noticing:*

☐ *Are there any lessons so far that you think the character is learning or could learn?*

☐ *How would you describe this genre and what do you know about it?*

The reader does not have to answer all of these questions – this is a sampler of questions that will lead you to an understanding of how the student is comprehending the text. The first four questions are literal and inferential, the last four indicate that the student is able to be quite insightful in this text.

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