

IRI Summary Form

Student's Name _____ Grade Level _____ Age _____

Examiner _____ Date(s) of Test _____

	Word Recognition in Isolation (WRI)			Oral Reading in Context				Silent Reading in Context		Overall Reading Judgment	Listen. Comp.
Levels	Flashed	Untimed	Total	Accuracy %age	Prosody	Rate in WCPM/ %ile	Comp. %age	Rate in WPM	Comp. %age		
Preprimer											
Primer											
First											
Second											
Third (Narrative)											
Third (Expository)											
Fourth (Narrative)											
Fourth (Expository)											
Fifth (Narrative)											
Fifth (Expository)											
Sixth (Narrative)											

(continued)

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IRI Summary Form *(page 2 of 3)*

	Word Recognition in Isolation (WRI)			Oral Reading in Context				Silent Reading in Context		Overall Reading Judgment	Listen. Comp.
Levels	Flashed	Untimed	Total	Accuracy %age	Prosody	Rate in WCPM/ %ile	Comp. %age	Rate in WPM	Comp. %age		
Sixth (Expository)											
Upper Middle School											
(Optional) Leveled Reader Kit	×		×								×
Lv.	×		×								×
Lv.	×		×								×
Lv.	×		×								×

Independent Level ____/____/____ (Grade/Lexile/Lv.)	Instructional Level ____/____/____ (Grade/Lexile/Lv.)	Frustration Level ____/____/____ (Grade/Lexile/Lv.)
Justification:	Justification:	Justification:

(continued)

IRI Summary Form *(page 3 of 3)*

1. Strengths and Areas of Need

	Strengths	Areas of Need
Comprehension		
Fluency		
High-Frequency Word Recognition		
Decoding		
Writing in Response to Text		

2. Instructional Recommendations (rank in order of priority from 1 to 4 and identify instructional recommendations, including activities, strategies, and materials)

Comprehension and Vocabulary	Fluency	High-Frequency Word Recognition	Decoding	Writing

FORM 3.2

Miscue Analysis Chart

Text says	Student says	Graphically similar?			Self-corrected?	Syntactically similar?	Self-corrected?	Semantically similar?	Self-corrected?
		B	M	E					
Totals									

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Shopping Guide When Purchasing an IRI or Benchmark Kit

Name of test:	Notes	Quality ranking: 1 (low) 5 (high)
Psychometric data about recent field testing is provided: <ul style="list-style-type: none"> • Number of students • Demographics 		
How were passage readability levels determined? Also included: <ul style="list-style-type: none"> • Equivalency charts to other systems (e.g., Lexile, F&P). • Field-test data substantiating reliability of the assigned levels. 		
Record-keeping and computation tools are teacher-friendly.		
Multiple forms are available at each level.		
Beyond mid-grade 1, questions are provided that are specific to each passage.		
For each passage, the number of comprehension questions answered (<i>mean</i>) on field tests by children meeting the reading accuracy instructional level is provided.		
Retelling score guides include the use of idea units or specified story grammar elements to ensure reliability of ratings between scorers.		
Field-test data are provided that include the mean % of retelling idea units or story grammar elements for each passage among children reading the passage at the instructional level.		
If older students must create written responses, anchor papers are included for each written response to ensure interrater reliability at the school level.		

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Concept of Word Scale

Child's Name: _____

Grade: _____

Teacher: _____

Date: _____

Firm COW (G-H)	H						
	G						
Rudimentary COW (E-G)	F						
	E						
Developing COW (A-E)	D						
	C						
	B						
	A						
Session/ Date	1	2	3	4	5	6	

Key: What is the reader pointing to? What is the reader saying each time he or she points?

A = Points to no discernible unit in any particular direction.

B = Points to no discernible unit in a left-to-right sweep.

C = Points to letters while saying each stressed unit

D = Points to a word while saying each stressed unit.

E = Points to a word while saying each syllable (gets off track on two-syllable words).

F = Points to a word while saying each syllable (gets off track on two-syllable words), but may self-correct (may or may not pick up a few words from reading).

G = Mostly accurate pointing while saying the correct word simultaneously; self-corrects when needed; picks up some words from reading.

H = Consistent and accurate pointing while saying the correct word simultaneously; picks up many/most words from reading.

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FORM 4.2

Checklist for Concepts of Print

Concept	Date / /	Date / /	Date / /	Date / /	Date / /
Directionality (specify: book orientation, page, left to right, top to bottom, return sweep)					
Print carries message					
Word-by-word pointing					
Function of punctuation (specify known and unknown)					
Concept of first and last					
Concept of word and concept of letter					
Concepts of capital and lowercase letters					

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Book-Handling Knowledge Guidelines

Name: _____ Age: _____ Grade: _____ Date: _____

Before you begin, make sure that you are familiar with the test and the book you will be using. Make sure you select a book that has both pictures and a written story that includes the required punctuation marks. When you begin, be sure to make the child feel comfortable. If you quickly establish rapport, the results will be more valid. If a child shows mastery of a concept, check the provided space. If a child does not show mastery of a concept, leave the space blank or write what the child did.

Say: **I'm going to read you this story, but I want you to help me.**

1. Test: For orientation of book.

Pass the book to the child. Hold the book vertically by its outside edge, spine toward the child. Say:

Show me the front of the book

Orientation of book

Concept _____

2. Test: For the concept that print, not pictures, carries the message.

Turn to the first page of the story. Say:

I'll read this story. You help me. Show me where to start reading.

Where do I begin?

Print carries message

Concept _____

Read the page. Turn to the next page.

3. Test: For directional understanding (left to right, return sweep). Say:

Show me where to start.

(If child goes back to the beginning of the book, turn back to the page under discussion and provide the next prompt.)

Show me where to start on this page.

Which way do I go? (Child should indicate left-to-right motion.)

Where do I go after that? (Child should go to beginning of next line.)

Directional understanding

Concept _____

Read the page.

(continued)

Book-Handling Knowledge Guidelines (page 2 of 3)

4. Test: For speech-to-print match/word-by-word pointing. Say:

Point to it while I read it.

Read the page slowly but fluently.

Speech-to-print match

Concept _____

5. Test: For concept of first and last.

Read the page. Say:

Show me the first part of the story.

Show me the last part of the story.

First and last (must have both)

Concept _____

6. Test: A left page is read before a right page.

Read text until you come to a page that has print on both left and right sides of the page. Then ask:

Where do I start reading?

Left page read before right

Concept _____

7. Test: Punctuation.

Read text, then point to period and ask:

What is this for?

. Period recognition

Concept _____

Read text, then point to question mark and ask:

What is this for?

? Question mark recognition

Concept _____

Read text, then point to exclamation point and ask:

What is this for?

! Exclamation point recognition

Concept _____

Point to comma and ask:

What is this for?

, Comma recognition

Concept _____

Point to quotation marks and ask:

What is this for?

" " Quotation mark recognition

Concept _____

(continued)

Book-Handling Knowledge Guidelines *(page 3 of 3)*

8. Test: Lowercase letters.

Point to a capital letter. Say:

Find a little letter, or a lowercase letter, like this.

Demonstrate correct match if child does not succeed.

Point to a different capital letter. Say:

Find a little letter, or a lowercase letter, like this.

Lowercase letter

Concept _____

9. Concept of letter, word, first and last letter, capital letter.

Use two index cards or small pieces of paper that a child can slide easily.

To start, lay the cards on the page, but leave all the print exposed. Open the cards between questions.

Read the last page of the book, then say:

I want you to push the cards across the story like this. Demonstrate how you can move the cards across the page, coming from opposite directions.

Now I want you to push the cards across the page so all you can see is just one letter.

Now show me two letters.

Letter concept _____

Now show me just one word.

Now show me two words.

Word concept _____

Take the cards again and show me the first letter of a word.

Now show me the last letter of a word.

First and last _____

Show me a capital or uppercase letter.

Capital letter _____

Alphabet Recognition Chart

A S D F C B E

R G T Y U H J

M Z P K V Q W

N O I X L

a s d f c b e

r g t y u h j

m z p k v q w

n o i x l a g

Tests of Phonological Awareness

Administration

For each subtest, provide one or two examples with feedback to be certain that the task is clear to the child. Then assess the student using five items without feedback. Mastery is indicated if the student is able to correctly complete four of the five items. All tasks are performed orally without the use of printed letters or words.

	Task description	Mastery 4/5 or 80%
Rhymes	a. Identifies teacher-generated words that rhyme or don't rhyme. b. Generates words that rhyme with a teacher prompt.	a. b.
Phoneme isolation	Isolates particular sounds from the remainder of the word. The child can identify /k/ as the first sound in the word <i>cake</i> .	
Phoneme identity	Given three words, the child can identify a common sound in all three words.	
Phoneme categorization	Say three words to the child, two of which have a common phoneme, such as an initial sound (e.g., <i>dog</i> , <i>horse</i> , <i>duck</i>). Ask the child to tell which of the three words does not belong with the other two.	
Blending	Tell the child that you are going to say a word in your own "secret code." Then pronounce the word by saying each phoneme in succession. For example, say "/k/ /a/ /t/." The child must blend these sounds to form the word <i>cat</i> .	
Phoneme addition	Provide the child with a common rime. Ask the child to make a word by adding a sound (e.g., add /sh/ to the beginning of <i>-ake</i>).	
Phoneme deletion	Say a common one-syllable word, such as <i>cake</i> . Ask the child to remove the beginning sound, so that the child says <i>ake</i> .	
Phoneme substitution	Ask the child to substitute one phoneme for another to make a new word. The word is <i>shake</i> . Change /k/ to /d/ to make a new word.	
Phoneme segmentation	a. Segments a word beginning and ending with single consonant into its individual sounds. (7/8) b. Segments a word beginning with a consonant cluster into its individual sounds. (10/12) c. Segments a word ending with a consonant cluster into its individual sounds. (11/13)	a. b. c.

(continued)

Tests of Phonological Awareness *(page 2 of 3)*

Skill	Sample Tasks	Score												
Rhymes	a. <i>Pat</i> and <i>mat</i> go together because they rhyme. Which word doesn't belong? OR which two words rhyme? lit bun run fed eat wed rip clip tear pat pack tack hop rabbit stop	a. /5												
	b. <i>Pat</i> and <i>mat</i> rhyme. Tell me a word that rhymes with the words that I say. he say can mug fit	b. /5												
Phoneme isolation	The first sound that I hear in fish is /f/. Tell me first/last sound that you hear in each word that I say. <table><tr><td><u>First sound</u></td><td><u>Last sound</u></td></tr><tr><td>dime</td><td>go</td></tr><tr><td>kite</td><td>buzz</td></tr><tr><td>patch</td><td>rag</td></tr><tr><td>mail</td><td>beef</td></tr><tr><td>soup</td><td>cone</td></tr></table>	<u>First sound</u>	<u>Last sound</u>	dime	go	kite	buzz	patch	rag	mail	beef	soup	cone	/5
<u>First sound</u>	<u>Last sound</u>													
dime	go													
kite	buzz													
patch	rag													
mail	beef													
soup	cone													
Phoneme identity	What is the same about the three words that I say? lamp list ladder vase vote visit tired toast tickle brown badge bother rusty real relative	/5												
Phoneme categorization	Listen to the beginning sounds of the words I say. Which word doesn't belong with the other two words? sing Suzie shut happy joy jungle dig taste doll hug gown ghost wink wagon yellow	/5												

(continued)

Tests of Phonological Awareness (page 3 of 3)

Skill	Sample Tasks	Score
Blending	<p>I am going to say some words to you in a secret code. I want you to put the sounds together and tell me what word I said. For example, I say /k/ /a/ /t/ and you put those sounds together. What word would it make? Right, it makes the word <i>cat</i>.</p> <p>/p / /ī/ (pie) (kindergarten only) /n/ /ō/ /s/ (nose) /s/ /i/ /k/ (sick) /b/ /u/ /g/ (bug) /ch/ /o/ /p/ (chop) /f/ /l/ /a/ /g/ (flag)</p>	/5
Phoneme addition	<p>Say <i>ake</i>. Now put /sh/ at the beginning of -ake. What word did you make? Yes, <i>shake</i>. Let's make more words like that.</p> <p>Say <i>oat</i>. Now put /k/ at the beginning of -oat (coat). Say <i>an</i>. Now put /m/ at the beginning of -an (man). Say <i>ate</i>. Now put /d/ at the beginning of -ate (date). Say <i>oke</i>. Now put /j/ at the beginning of -oke (joke). Say <i>and</i>. Now put /st/ at the beginning of -and (stand).</p>	/5
Phoneme deletion	<p>Say <i>shake</i>. Now say <i>shake</i> without the /sh/. What is left? Yes, <i>ake</i>.</p> <p>Say <i>pant</i> without the /p/ (ant) Say <i>shout</i> without the /sh/ (out) Say <i>tape</i> without the /t/ (ape) Say <i>cow</i> without the /k/ (ow) Say <i>crow</i> without the /k/ (row)</p>	/5
Phoneme substitution	<p>Say the word <i>shake</i>. Change /k/ to /d/ to make a new word. Say the word <i>shake</i>. Change /sh/ to /m/ to make a new word. Say the word <i>heat</i>. Change /t/ to /p/ to make a new word. Say the word <i>heat</i>. Change /h/ to /b/ to make a new word. Say the word <i>heat</i>. Change /ē/ to /i/ to make a new word. Say the word <i>couch</i>. Change /k/ to /p/ to make a new word.</p>	/5
Phoneme segmentation	<p>I am going to say a word to you, and I would like you to break the word apart. Say each sound separately and in order. For example, if I say <i>bat</i>, should say /b/ /a/ /t/. Now you do one—say each sound in <i>bike</i>. Yes, /b/ /ī/ /k/. (Score 1 point for each correct sound unit.)</p> <p>a. hay /h/ /ā/ lid /l/ /i/ /d/ feet /f/ /ē/ /t/ b. step /s/ /t/ /e/ /p/ grub /g/ /r/ /u/ /b/ flake /f/ /l/ /ā/ /k/ c. mask /m/ /a/ /s/ /k/ soft /s/ /o/ /f/ /t/ blast /b/ /l/ /a/ /s/ /t/</p>	<p>a. /8 b. /12 c. /13</p>

Hearing and Recording Sounds in Words

I am going to read you a story. When I have read it through once, I will read it again very slowly so that you can write down the words in the story. Read the sentences in Form A, B, or C. Then say to the child: Some of the words are hard. Say them slowly and think how to write them. Just do your best to write the sounds that you hear. Slowly dictate the two sentences, maintaining a pace that allows the child to write the words as you go, repeating phrases as needed.

Form A I h a v e a b i g d o g a t h o m e. T o d a y
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 I a m g o i n g t o t a k e h i m t o s c h o o l.
 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

Form B M o m h a s g o n e u p t o t h e s h o p.
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
 S h e w i l l g e t m i l k a n d b r e a d.
 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

Form C T h e b o y i s r i d i n g h i s b i k e. H e
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 c a n g o v e r y f a s t o n i t.
 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

Score 1 point for each phoneme that the child represents appropriately that is numbered 1–37. It is not necessary that the phoneme be spelled correctly, only that it is represented. For example, a child who writes *sko/* should receive 4 points for the word *school*. A child who represents the word *very* as *vare* should be scored $1 + 0 + 1 + 1 = 3$. Deduct 1 point for a change in letter order (*hva*/have $3 - 1 = 2$).

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Hearing and Recording Sounds in Words *(page 2 of 2)*

National Percentile Ranks for First-Grade Students in the United States

Raw Score	Fall	Mid-Year	Year-End
0–1	1	1	1
2–4	1	1	1
5–6	2	1	1
7–8	3	1	1
9	4	1	1
10	5	1	1
11	6	1	1
12	7	1	1
13	8	1	1
14	9	1	1
15	10	1	1
16	12	1	1
17	13	1	1
18	14	1	1
19	16	1	1
20	18	1	1
21	20	1	1
22	22	1	1
23	24	2	1
24	26	2	1
25	29	2	1
26	33	3	1
27	37	4	1
28	41	5	1
29	45	6	2
30	50	8	3
31	56	11	3
32	63	16	5
33	69	22	8
34	76	30	13
35	83	43	24
36	90	63	45
37	99	99	99

Modified Emergent Storybook Reading Scale

Stage	Characteristics	Notes
Picture-Governed		
Labeling and commenting	<ol style="list-style-type: none"> 1. Each page is treated as a separate unit. 2. Child either names or describes person/animal on each page or comments on it. 	
Following the action	<ol style="list-style-type: none"> 1. Each page is treated as a separate unit. 2. Child describes the action on each page. 	
Storytelling in dialogue format	<ol style="list-style-type: none"> 1. Child begins to make links between pages. 2. Overall, the listener can perceive a story, although it is disjointed. 3. Storytelling is in dialogue form, propelled by prompts from adult. 	
Storytelling in monologue format	<ol style="list-style-type: none"> 1. Child bridges plot between pages. 2. Tends to take the form of a monologue. 	
Reading and storytelling mixed	Speech varies from storytelling to written register.	
Reading similar to original story and reading verbatim-like	<ol style="list-style-type: none"> 1. Intonation sounds like reading. 2. Reading matches story events. 3. Attempt to recreate verbatim reading from pictures and memory. 	

(continued)

After Sulzby (1985).

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Modified Emergent Storybook Reading Scale *(page 2 of 2)*

Stage	Characteristics	Notes
Print-Governed		
Print awareness	<ol style="list-style-type: none"> 1. New awareness that we read printed words. 2. Child may refuse to read based on lack of print knowledge. 	
Aspectual reading	<ol style="list-style-type: none"> 1. Child attends to one or two aspects of printed words. 2. Beginning efforts to balance letter sounds and meaning. <p><i>*Shift to leveled text reading assessment</i></p>	
Reading with strategies imbalanced	<ol style="list-style-type: none"> 1. Developing balance in use of word recognition, syntax, and meaning. 2. May recognize errors, but unsure how to fix. 	
Reading independently	<ol style="list-style-type: none"> 1. Effective balance of word recognition, syntax, and meaning to arrive at accurate reading of print. 2. Self-corrections provide cues to processing. 	

Picture Walk Scoring Guidelines

This book is called _____. In this book the pictures tell the story. There aren't any words written. I'd like you to look at the pictures in the book and use your own words to tell me the story.

Picture walk element	Score description	Score
1. Book-handling skills: Orients book correctly, has sense of appropriate viewing speed and order; viewing errors include skipping pages, speeding through pages, etc.	Incorrectly handles book and makes more than two viewing errors.	0
	Makes one to two viewing errors.	1
	Handles book appropriately, making no viewing errors.	2
2. Engagement: Displays behavioral and emotional involvement during the picture walk, as indicated by attention, interest in book, affect, and effort.	Displays off-task behavior or negative comments.	0
	Displays quiet, sustained behavior.	1
	Shows several examples of attention, affect, interest, or effort (i.e., spontaneous comments).	2
3. Picture comments: Makes discrete comments about a picture, including descriptions of objects, characters, emotions, actions, and options, as well as character vocalizations.	Makes no picture comments.	0
	Makes one picture comment or verbalization.	1
	Makes two or more comments or verbalizations about specific pictures.	2
4. Storytelling comments: Makes comments that encompass several pictures, demonstrating an understanding that the pictures tell a coherent story—can include narration, dialogue, using book language, and storytelling voice.	Makes no storytelling comments.	0
	Provides storytelling elements, but not consistently.	1
	Through narration or dialogue, connects story events and presents a coherent storyline.	2
5. Comprehension strategies: Displays vocalizations or behaviors that show attempts at comprehension, such as self-correcting, looking back/ahead in book, asking questions for understanding, making predictions about story.	Demonstrates no comprehension strategies.	0
	Exhibits one instance of comprehension strategies.	1
	Demonstrates comprehension strategies at least two or more times.	2

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Retelling Evaluation Guidelines

Did the child include . . .	Yes/No
Setting	
Characters	
A goal or initiating event	
A problem faced by a character, or episodes involving that character	
A solution to the problem	
A clear ending	

Z-Test

Name _____ Teacher/Clinician _____

Directions. Tell the student you are going to show him/her some pretend words and that you would like for him/her to pronounce each one. Say that all of the words begin with "/z/, like *zebra*." Then expose the words on the student form, one at a time. Place a check in the blank under the date of testing if the child pronounces a pseudoword accurately. Option: For progress monitoring, time each administration of the Z-Test.

Date of Testing _____

zit	_____	_____	_____	_____
zay	_____	_____	_____	_____
zin	_____	_____	_____	_____
zap	_____	_____	_____	_____
zan	_____	_____	_____	_____
zill	_____	_____	_____	_____
zack	_____	_____	_____	_____
zing	_____	_____	_____	_____
zip	_____	_____	_____	_____
zat	_____	_____	_____	_____
zore	_____	_____	_____	_____
zug	_____	_____	_____	_____
zell	_____	_____	_____	_____
zink	_____	_____	_____	_____
zump	_____	_____	_____	_____
zash	_____	_____	_____	_____
zank	_____	_____	_____	_____
zice	_____	_____	_____	_____
zoke	_____	_____	_____	_____
zick	_____	_____	_____	_____
zock	_____	_____	_____	_____
zunk	_____	_____	_____	_____

(continued)

Z-Test (page 2 of 3)

zake	_____	_____	_____	_____
zame	_____	_____	_____	_____
zaw	_____	_____	_____	_____
zide	_____	_____	_____	_____
zeat	_____	_____	_____	_____
zop	_____	_____	_____	_____
zot	_____	_____	_____	_____
zuck	_____	_____	_____	_____
zight	_____	_____	_____	_____
zale	_____	_____	_____	_____
zest	_____	_____	_____	_____
zail	_____	_____	_____	_____
zain	_____	_____	_____	_____
zate	_____	_____	_____	_____
zine	_____	_____	_____	_____

Time _____

These words are arranged in order of increasing difficulty, as determined empirically. See J. W. Cunningham et al. (1999).

(continued)

zit

zay

zin

zap

zan

zill

zack

zing

zip

zat

zore

zug

zell

zink

zump

zash

zank

zice

zoke

zick

zock

zunk

zake

zame

zaw

zide

zeat

zop

zot

zuck

zight

zale

zest

zail

zain

zate

zine

Informal Phonics Inventory

Directions for Administration

Consonant Sounds

Point to **S**. Say, "What sound does this letter say?" Go from left to right, repeating this question. It is fine if the child reads across a line without prompting. For **C** and **G**, have the child give both sounds. [**Note:** If the child cannot pass this subtest, consider giving an alphabet inventory.]

Consonant Digraphs

Point to **th**. Say, "What sound do these letters say?" Go from left to right, repeating this instruction. It is fine if the child reads all five without prompting.

Beginning Consonant Blends

Point to **bl**. Say, "What sound do these letters say?" Allow child to proceed with or without prompting.

Final Consonant Blends and ng

Point to **bank**. Say, "What is this word?" Allow child to proceed with or without prompting.

Short Vowels in CVC Words

Point to **fit**. Say, "What is this word?" Allow child to proceed with or without prompting.

The Rule of Silent e

Point to **cap**. Say, "If this is **cap**, what is this?" Point to **cape** as you say the second part of this sentence. Go from left to right, repeating the question for each pair.

Vowel Digraphs, Diphthongs, r-Controlled Vowels, and -al

Have the child read each word across each line, from left to right.

Scoring

For all subtests and for the total test, use the following criteria:

Mastery	80%+
Needs Review	60–79%
Needs Systematic Instruction	Below 60%

The table below gives the number of correct answers that roughly corresponds to these percentages.

Subtest	Total possible	Mastery	Review	Systematic instruction
Consonant Sounds	20	16–20	12–15	0–11
Consonant Digraphs	5	4–5	3	0–2
Beginning Consonant Blends	20	16–20	12–15	0–11
Final Consonant Blends and <i>ng</i>	12	10–12	8–9	0–7
Short Vowels in CVC Words	10	8–10	6–7	0–5
The Rule of Silent e	4	4	2–3	0–1
Long-Vowel Digraphs	10	8–10	6–7	0–5
Diphthongs	6	5–6	4	0–3
<i>r</i> -Controlled Vowels and <i>-al</i>	6	5–6	4	0–3
Total	93	75–93	56–74	0–55

(continued)

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Informal Phonics Inventory *(page 2 of 7)*

Phonics Skills Record

Use a checkmark to note specific skills that still require instruction.

Phonics Skills		Date							
Consonant Sounds	S								
	D								
	F								
	G								
	H								
	J								
	K								
	L								
	Z								
	P								
	C								
	V								
	B								
	N								
	M								
	Qu								
	W								
	R								
	T								
	Y								
Consonant Digraphs	th								
	sh								
	ch								
	wh								
	ph								

(continued)

Informal Phonics Inventory (page 3 of 7)

Phonics Skills		Date							
Beginning Consonant Blends	bl								
	fl								
	fr								
	gl								
	br								
	gr								
	pl								
	pr								
	cl								
	sk								
	sl								
	sm								
	cr								
	sn								
	sp								
	tr								
	dr								
	st								
	str								
	sw								
Final Consonant Blends and <i>ng</i>	nk								
	pt								
	mp								
	nd								
	ct								
	lt								
	ng								
	ft								
	sp								
	sk								
	nt								
	st								

(continued)

Informal Phonics Inventory (page 4 of 7)

Phonics Skills		Date							
Short Vowels	a								
	e								
	i								
	o								
	u								
Rule of Silent e	a								
	o								
	u								
	i								
Long-Vowel Digraphs	oa								
	ea								
	ai								
	ee								
	ay								
	ue								
Diphthongs	ow								
	ou								
	oy								
	ew								
	oi								
	aw								
r-Controlled Vowels	ar								
	ir								
	or								
	ur								
	er								
-a/	al								

(continued)

Informal Phonics Inventory (page 5 of 7)

Informal Phonics Inventory

Name _____ Date _____

____/20

Consonant Sounds

S	D	F	G	H	J
K	L	Z	P	C	V
B	N	M	Qu	W	R
T	Y				

____/5

Consonant Digraphs

th	sh	ch	wh	ph
----	----	----	----	----

____/20

Beginning Consonant Blends

bl	fl	fr	gl
br	gr	pl	pr
cl	sk	sl	sm
cr	sn	sp	tr
dr	st	str	sw

____/12

Final Consonant Blends and *ng*

bank	apt	limp
band	pact	lilt
bang	lift	lisp
bask	lint	list

____/10

Short Vowels in CVC Words

fit	led	sup	lap	hug
rot	tin	rag	wet	job

____/4

The Rule of Silent e

cap	tot	cub	kit
cape	tote	cube	kite

____/10

Long-Vowel Digraphs

loaf	heat	aim	weed	ray
gain	fee	coal	leaf	due

____/6

Diphthongs

town	loud	joy	threw	oil	law
------	------	-----	-------	-----	-----

____/6

r-Controlled Vowels and *-al*

tar	hall	sir	port	hurt	fern
-----	------	-----	------	------	------

____/93

Total

(continued)

Informal Phonics Inventory *(page 6 of 7)*

S	D	F	G	H	J
K	L	Z	P	C	V
B	N	M	Qu	W	R
T	Y				

th	sh	ch	wh	ph
----	----	----	----	----

bl	fl	fr	gl
br	gr	pl	pr
cl	sk	sl	sm
cr	sn	sp	tr
dr	st	str	sw

(continued)

Informal Phonics Inventory *(page 7 of 7)*

bank	apt	limp
band	pact	lilt
bang	lift	lisp
bask	lint	list

fit	led	sup	lap	hug
rot	tin	rag	wet	job

cap	tot	cub	kit
cape	tote	cube	kite

loaf	heat	aim	weed	ray
gain	fee	coal	leaf	due

town	loud	joy	threw	oil	law
------	------	-----	-------	-----	-----

tar	hall	sir	port	hurt	fern
-----	------	-----	------	------	------

Informal Decoding Inventory

This inventory includes six subtests that progress in difficulty. The first five address single-syllable decoding; the last addresses multisyllabic decoding. Grouping decisions are based on the first subtest the student fails to pass. It is not necessary to total scores across subtests but simply to identify the highest level of proficiency. Use a criterion of 8 correct for real words and 6 for nonsense words as proficiency with a particular word type.

Directions for Administration

Short Vowels

Point to **sat**. Say, "What is this word?" Go from left to right on the scoring form (top to bottom for the child), repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (nonsense words). (Note: If the student cannot pass this subtest, consider placing the student in a Tier 3 intensive intervention program and using the assessments that accompany that program.)

Consonant Blends and Digraphs

Point to **blip**. Say, "What is this word?" Go from left to right on the scoring form, repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (nonsense words).

r-Controlled Vowel Patterns

Point to **card**. Say, "What is this word?" Go from left to right on the scoring form, repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (nonsense words).

Vowel-Consonant-e

Point to **stale**. Say, "What is this word?" Go from left to right on the scoring form, repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (nonsense words).

Vowel Teams

Point to **neat**. Say, "What is this word?" Go from left to right on the scoring form, repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (nonsense words). For nonsense words *feap* and *tead* accept either the long or short /e/ sound.

Multisyllabic Words

This subtest contains only real words, and they progressively differ in syllable type. Point to **flannel**. Say, "What is this word?" Go from left to right on the scoring form, repeating this question for each word.

(continued)

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Informal Decoding Inventory: Teacher Protocol

Name: _____ Date: _____

Short Vowels									
sat	pot	beg	nip	cub	pad	top	hit	met	nut
							Total		
mot	tib	han	teg	fet	lup	nid	pab	hud	gop
							Total		

Consonant Blends and Digraphs									
blip	check	clam	chin	thick	frank	mint	fist	grab	rest
							Total		
clop	prib	hest	chot	slen	bund	bist	hald	slub	shad
							Total		

r-Controlled Vowel Patterns									
card	stork	term	burst	turf	fern	dirt	nark	firm	mirth
							Total		
fird	barp	forn	serp	surt	perd	kurn	nirt	mork	tarst
							Total		

(continued)

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Informal Decoding Inventory: Teacher Protocol (page 2 of 2)

Vowel-Consonant-e									
stale	hike	dome	cube	blame	chive	cute	prone	vane	brine
							Total		
bame	neme	hile	pome	rute	nube	vope	clate	vike	pene
							Total		

Vowel Teams									
neat	spoil	goat	pail	field	fruit	claim	meet	beast	boast
							Total		
craid	houn	rowb	noy	feap	nuit	maist	plloat	tead	steen
							Total		

Multisyllabic Words									
flannel	submit	cupid	spiky	confide	cascade	varnish	surplus	chowder	approach
							Total		

Informal Decoding Inventory: Student Materials

sat	blip	card	stale	neat	flannel
pot	check	stork	hike	spoil	submit
beg	clam	term	dome	goat	cupid
nip	chin	burst	cube	pail	spiky
cub	thick	turf	blame	field	confide
pad	frank	fern	chive	fruit	cascade
top	mint	dirt	cute	claim	varnish
hit	fist	nark	prone	meet	surplus
met	grab	firm	vane	beast	chowder
nut	rest	mirth	brine	boast	approach
mot	clop	fird	bame	craid	
tib	prib	barp	neme	houn	
han	hest	forn	hile	rowb	
teg	chot	serp	pome	noy	
fet	slen	surt	rute	feap	
lup	bund	perd	nube	nuit	
nid	bist	kurn	vope	maist	
pab	hald	nirt	clate	ploat	
hud	slub	mork	vike	tead	
gop	shad	tarst	pene	steen	

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Fry Sight-Word Inventory

This instrument surveys a child's ability to recognize 300 frequently occurring words, as selected by Edward B. Fry (1980). The words are grouped into three sets of 100 by relative difficulty, and each group of 100 words is, in turn, grouped into sets of 25.

Directions for Administration

Place the student version of the First 100 Words in front of the child. Position the teacher's version so that you can make notations on it. There are three blanks for each word, for repeated administrations. You may want to record the date at the top of each column of blanks. Explain that you will be showing the child some words and that you want the child to say them aloud. Use the window card below to reveal the words one at a time, or make your own from a 3" × 5"-inch index card with an X-Acto knife. A window card screens the other words and helps the child focus.

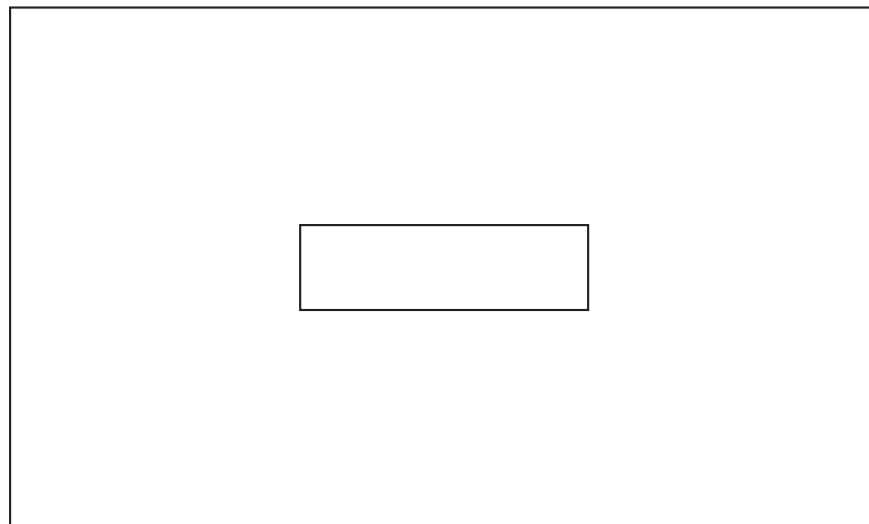
For each word, write a plus (+) in the blank next to it if the child correctly pronounces it in less than 1 second (informally timed). If the child takes more time but eventually pronounces the word accurately, write *D*, for *decoded*. That is to say, the word was not identified automatically and is therefore not yet a sight word. If the child mispronounces the word, try to spell the response phonetically. If there is no response, write *NR*. Move the window card to each word in succession while, with your other hand, you record the response. Proceed through each of the five columns.

Repeat these steps with the Second 100 and the Third 100. Discontinue testing if, in your judgment, the words become too difficult.

If you readminister the inventory, return only to those words not automatically recognized during previous testing.

Scoring and Interpretation

There is no cumulative score. Each word is actually a separate "skill," which means that there is a very direct link between testing and teaching. Any word that is not pronounceable automatically simply requires more practice!



(continued)

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Fry Sight-Word Inventory (page 2 of 7)

First 100 Words

the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	word	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	call
was	when	her	who
for	your	would	oil
on	can	make	now
are	said	like	find
as	there	him	long
with	use	into	down
his	an	time	day
they	each	has	did
I	which	look	get
at	she	two	come
be	do	more	made
this	how	write	may
have	their	go	part
from	if	see	over

(continued)

Fry Sight-Word Inventory (page 3 of 7)

First 100 Words

the	_____	or	_____	will	_____	number	_____
of	_____	one	_____	up	_____	no	_____
and	_____	had	_____	other	_____	way	_____
a	_____	by	_____	about	_____	could	_____
to	_____	word	_____	out	_____	people	_____
in	_____	but	_____	many	_____	my	_____
is	_____	not	_____	then	_____	than	_____
you	_____	what	_____	them	_____	first	_____
that	_____	all	_____	these	_____	water	_____
it	_____	were	_____	so	_____	been	_____
he	_____	we	_____	some	_____	call	_____
was	_____	when	_____	her	_____	who	_____
for	_____	your	_____	would	_____	oil	_____
on	_____	can	_____	make	_____	now	_____
are	_____	said	_____	like	_____	find	_____
as	_____	there	_____	him	_____	long	_____
with	_____	use	_____	into	_____	down	_____
his	_____	an	_____	time	_____	day	_____
they	_____	each	_____	has	_____	did	_____
I	_____	which	_____	look	_____	get	_____
at	_____	she	_____	two	_____	come	_____
be	_____	do	_____	more	_____	made	_____
this	_____	how	_____	write	_____	may	_____
have	_____	their	_____	go	_____	part	_____
from	_____	if	_____	see	_____	over	_____

(continued)

Fry Sight-Word Inventory (page 4 of 7)

Second 100 Words

new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
year	too	even	air
live	mean	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
thing	came	men	answer
our	went	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	form	home	should
man	three	us	America
think	small	move	world
say	set	try	high

(continued)

Fry Sight-Word Inventory (page 5 of 7)

Second 100 Words

new	_____	great	_____	put	_____	kind	_____
sound	_____	where	_____	end	_____	hand	_____
take	_____	help	_____	does	_____	picture	_____
only	_____	through	_____	another	_____	again	_____
little	_____	much	_____	well	_____	change	_____
work	_____	before	_____	large	_____	off	_____
know	_____	line	_____	must	_____	play	_____
place	_____	right	_____	big	_____	spell	_____
year	_____	too	_____	even	_____	air	_____
live	_____	mean	_____	such	_____	away	_____
me	_____	old	_____	because	_____	animal	_____
back	_____	any	_____	turn	_____	house	_____
give	_____	same	_____	here	_____	point	_____
most	_____	tell	_____	why	_____	page	_____
very	_____	boy	_____	ask	_____	letter	_____
after	_____	follow	_____	went	_____	mother	_____
thing	_____	came	_____	men	_____	answer	_____
our	_____	went	_____	read	_____	found	_____
just	_____	show	_____	need	_____	study	_____
name	_____	also	_____	land	_____	still	_____
good	_____	around	_____	different	_____	learn	_____
sentence	_____	form	_____	home	_____	should	_____
man	_____	three	_____	us	_____	America	_____
think	_____	small	_____	move	_____	world	_____
say	_____	set	_____	try	_____	high	_____

(continued)

Fry Sight-Word Inventory (page 6 of 7)

Third 100 Words

every	left	until	idea
near	don't	children	enough
add	few	side	eat
food	while	feet	face
between	along	car	watch
own	might	mile	far
below	close	night	Indian
country	something	walk	real
plant	seem	while	almost
last	next	sea	let
school	hard	began	above
father	open	grow	girl
keep	example	took	sometimes
tree	begin	river	mountain
never	life	four	cut
start	always	carry	young
city	those	state	talk
earth	both	once	soon
eye	paper	book	list
light	together	hear	song
thought	got	stop	leave
head	group	without	family
under	often	second	body
story	run	late	music
saw	important	miss	color

(continued)

Fry Sight-Word Inventory (page 7 of 7)

Third 100 Words

every	_____	left	_____	until	_____	idea	_____
near	_____	don't	_____	children	_____	enough	_____
add	_____	few	_____	side	_____	eat	_____
food	_____	while	_____	feet	_____	face	_____
between	_____	along	_____	car	_____	watch	_____
own	_____	might	_____	mile	_____	far	_____
below	_____	close	_____	night	_____	Indian	_____
country	_____	something	_____	walk	_____	real	_____
plant	_____	seem	_____	while	_____	almost	_____
last	_____	next	_____	sea	_____	let	_____
school	_____	hard	_____	began	_____	above	_____
father	_____	open	_____	grow	_____	girl	_____
keep	_____	example	_____	took	_____	sometimes	_____
tree	_____	begin	_____	river	_____	mountain	_____
never	_____	life	_____	four	_____	cut	_____
start	_____	always	_____	carry	_____	young	_____
city	_____	those	_____	state	_____	talk	_____
earth	_____	both	_____	once	_____	soon	_____
eye	_____	paper	_____	book	_____	list	_____
light	_____	together	_____	hear	_____	song	_____
thought	_____	got	_____	stop	_____	leave	_____
head	_____	group	_____	without	_____	family	_____
under	_____	often	_____	second	_____	body	_____
story	_____	run	_____	late	_____	music	_____
saw	_____	important	_____	miss	_____	color	_____

Dolch Words Organized by Level

Teacher Version

Preprimer		Primer		First grade		Second grade		Third grade	
a		all		after		always		about	
and		am		again		around		better	
away		are		an		because		bring	
big		at		any		been		carry	
blue		ate		as		before		clean	
can		be		ask		best		cut	
come		black		by		both		done	
down		brown		could		buy		draw	
find		but		every		call		drink	
for		came		fly		cold		eight	
funny		did		from		does		fall	
go		do		give		don't		far	
help		eat		going		fast		full	
here		four		had		first		got	
I		get		has		five		grow	
in		good		her		found		hold	
is		have		him		gave		hot	
it		he		his		goes		hurt	
jump		into		how		green		if	
little		like		just		its		keep	
look		must		know		made		kind	
make		new		let		many		laugh	
me		no		live		off		light	
my		now		may		or		long	
not		on		of		pull		much	
one		our		old		read		myself	
play		out		once		right		never	
red		please		open		sing		only	
run		pretty		over		sit		own	
said		ran		put		sleep		pick	
see		ride		round		tell		seven	
the		saw		some		their		shall	
three		say		stop		these		show	
to		she		take		those		six	
two		so		thank		upon		small	
up		soon		them		us		start	
we		that		then		use		ten	
where		there		think		very		today	
yellow		they		walk		wash		together	
you		this		were		which		try	
		too		what		why		warm	
		under		when		wish			
		want				work			
		was				would			
		well				write			
		went				your			
		white							
		who							
		will							
		with							
		yes							

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Dolch Words Organized by Level *(page 2 of 2)*

Child Version

a and away big blue can come down find for funny go help here I in is it jump little look make me my not one play red run said see the three to two up we where yellow you	all am are at ate be black brown but came did do eat four get good have he into like must new no now on our out please pretty ran ride saw say she so soon that there they this too under want was well went white who will with yes	after again an any as ask by could every fly from give going had has her him his how just know let live may of old once open over put round some stop take thank them then think walk were what when	always around because been before best both buy call cold does don't fast first five found gave goes green its made many off or pull read right sing sit sleep tell their these those upon us use very wash which why wish work would write your	about better bring carry clean cut done draw drink eight fall far full got grow hold hot hurt if keep kind laugh light long much myself never only own pick seven shall show six small start ten today together try warm
---	--	---	---	--

FORM 7.1

Vocabulary Assessment Measures: Teacher Self-Study

Common formats used: Check as many as apply.

Test format	Check formats you use	Which of your units of study include this kind of vocabulary assessment?
Match word to definition		
Write definition		
Fill appropriate vocabulary word in blank		
Write a sentence		
Multiple-choice: Definitions–words		
Multiple-choice: Which definition is applied to word in a passage?		
Illustrate a word		
Make new words with affixes and roots		

(continued)

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Vocabulary Assessment Measures: Teacher Self-Study *(page 2 of 2)*

Vocabulary assessment inventory for a single unit of study

Assessment	Breadth (volume of words)	Depth of knowledge (dimensions)	Reading the words	Hearing the words	Speaking/oral usage of the words	Writing (sentences/passages using the words)

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Sample Cloze Test

From *The Tell-Tale Heart*
by Edgar Allan Poe

True!—nervous—very, very dreadfully nervous I had been and am; but why *will* you say that I am mad? The disease had sharpened my senses—not destroyed, not dulled them. Above _____ was the sense of _____ acute. I heard all _____ in the heaven and _____ the earth. I heard _____ things in hell. How, _____, am I mad? Harken! _____ observe how healthily, how _____ I can tell you _____ whole story.

It is _____ to say how first _____ idea entered my brain; _____ once conceived, it haunted _____ day and night. Object _____ was none. Passion there _____ none. I loved the _____ man. He had never _____ me. He had never _____ me insult. For his _____ I had no desire. _____ think it was his _____! Yes, it was this! _____ had the eye of _____ vulture—a pale blue _____, with a film over _____. Whenever it fell upon _____, my blood ran cold; _____ so by degrees—very _____—I made up my _____ to take the life _____ the old man, and _____ rid myself of the _____ forever.

Now this is _____ point. You fancy me _____. Madmen know nothing. But _____ should have seen *me*. _____ should have seen how _____ I proceeded—with what _____, with what foresight, with _____ dissimulation I went to _____! I was never kinder _____ the old man than _____ the whole week before _____ killed him. And every _____, about midnight, I turned _____ latch of his door _____ opened it—oh, so _____! And then, when I _____ made an opening sufficient _____ my head, I put _____ a dark lantern, all closed, closed, so that no light shone out, and then I thrust in my head. Oh, you would have laughed to see how cunningly I thrust it in! I moved it slowly—very, very slowly, so that I might not disturb the old man's sleep. It took me an hour to place my whole head within the opening so far that I could see him as he lay upon his bed. Ha!—would a madman have been so wise as this?

Narrative Retelling Record

Reading _____ Listening _____ Video _____

Name _____ Date _____

Title _____ Level _____

Teacher _____

Script: "Tell me everything you remember about the story. Tell it to me as though you were telling it to your [friend/brother/sister/parent] who has never [read/heard/seen] it." When the student concludes, ask, "Do you remember anything else?"

Spontaneous (S) or prompted (P)	Does the student include . . .	Student quotes and other notes
	Setting and its role?	
	Characters?	
	A goal, problem to be solved, or initiating event?	
	Episode 1 or attempt to solve problem?	
	Episode 2 or attempt to solve problem?*	
	Episode 3 or attempt to solve problem?*	
	Solution to problem?	
	Clear ending or resolution?	

*Use as needed for each story; add more if necessary.

For students who say they do not recall anything or only recall one or two ideas, choose appropriate prompts, such as these:

"How did the story begin? What happened next?"

"What was the problem? How did the character solve the problem/achieve the goal? How did the book end?"

"What do you think [character] learned? What does the author want us to learn from the story?"

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Informational Retelling Record

Reading _____ Listening _____ Video _____

Name _____ Date _____

Title _____ Level _____

Teacher _____

Script: "Tell me everything you remember about the [text/video]. Tell it to me as though you were telling it to your [friend/brother/sister/parent] who has never [read/heard/seen] it." When the student concludes, ask, "Do you remember anything else?"

Spontaneous (S) or prompted (P)	Does the student include . . .			Student quotes and other notes
	Main idea?			
	*Key ideas?	*Supporting details?		
	1.	a.	b. c.	
	2.	a.	b. c.	
	3.	a.	b. c.	
	Application of text structure to organize the retelling?			
	Importations and inferences?			
	Erroneous information?			
	Utilization of conceptual vocabulary?			
	Clear ending or resolution?			

*Use as applicable to the text; add more if necessary or adapt to the expository structure.

For students who say they do not recall anything or only recall one or two ideas, choose appropriate prompts, such as these:

"What was the book/passage/video about? What were the big ideas? What was the most important information that you remember? Is there anything else you remember?"

"What did the author want us to know about the topic?"

"Was there anything that you read/saw that was interesting to you or that was new to you?"

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Computer-Adaptive Test (CAT) Comparison Worksheet

	Test 1 (Example)	Test 2
Cost	\$12.00/student	
Grade levels/subjects	ELA/math	
Administration logistics (time allocations, frequency, test window restraints)	45–60 minutes 3×/year 21-day window	
Test format	ELA: Adaptive, mult. choice Math: Mult. choice, object manipulation	
Technology information	iPad Chromebook Laptop Requires clicking, dragging, and dropping	
Score reporting	Lexiles, percentiles Subgroup filters Class breakdown by goal report Excellent visuals	
Management system utility	Includes excellent school reports for this test. However, it requires manual entry of any other external data.	
Site design	Tabs provide clean design, easy access to levels of data.	
Reliability and other technical information	Renormed every 3 years. 10 million students in sample. .70 correlation with our state ELA test. .74 correlation with our state math test.	
RTI adaptability, cutoff scores	Goal-setting worksheet that includes projected growth.	
Progress-monitoring materials	Not available.	
Accommodations for English learners and special-needs learners	Not available in Spanish. Text to speech available for a fee.	
Professional development	Online training is included. Fidelity checks available. On-site training available for \$3,000.00/day.	
Freebies	Pilot video training accessibility.	
Advantages	Data remain accessible for 3 years.	
Other miscellaneous info	PowerPoint provided at the end of each year to display trends in testing.	
Next steps		

Worksheet and data are from Queensbury Middle School, Queensbury, New York. Adapted by permission.

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Purposes for Reading Interview

1. What makes someone a good reader?
2. When you're reading something for class, how do you know when you're done?
3. Should a person read everything at about the same speed?
4. What do you do when something doesn't make sense when you're reading?
5. What would make you a better reader?
6. What do you think about while you're reading a story?
7. What do you think about while you're reading a book with lots of information?

Textbook Interview

Name _____ Date _____

Grade _____

Directions: For this section, select a piece of literature that is representative of classroom reading materials. Place the text in front of the student. As each question is asked, open the appropriate text in front of the student to help provide a point of reference for the question.

Fiction

Open to a story that the student has not yet read.

1. Why do we read this kind of book? [Note: Possible answers might be “to learn to read” or “enjoyment.”]
2. Why do you think your teacher wants you to read this book?
3. Describe how you might read this story in class.
4. Do you enjoy reading this type of material? [Probe for a fuller answer than “yes” or “no.”]
5. What do you need to do to get a good grade in reading?

(continued)

Information Text

Directions: For this section, use an informational text (textbook or passage), preferably something the student uses in the classroom. Choose a text that has a great many features, such as boldface words, headings, a summary, etc. Place the text in front of the student. As each question is asked, open the appropriate text in front of the student to help provide a point of reference for the question. This is an informal interview. You can integrate questions 8–12 into a natural conversation.

6. Why do we read this kind of text? [Note: Possible answers might be “to learn from” or “to learn to read from.”]
7. Why do you think your teacher wants you to read this text?
8. [Open to a chapter or section somewhat beyond where the child has already reached.] Suppose you were to be given a test on this chapter [or text]. How would you read it? [Have the child model his or her reading, showing you the things that he or she would do.]
9. Would you pay attention to any particular parts of the text? [Possible answers: boldface words, chapter summary, headings, etc.]
10. [If not included in the answer to #9] Would you pay attention to these? [Point to bold-face words.] What are these for?
11. [If not included in the answer to #9] Would you pay attention to these? [Point to headings.] What are these for?
12. [If not included in the answer to #9] Would you pay attention to this? [Point to summary at the end of the chapter.] What is this for?

(continued)

Textbook Interview *(page 3 of 3)*

13. [If not included in the answer to #9] Would you pay attention to these? [Point to questions at the end of the chapter.] What are these for?
14. Does the teacher do anything additional to help you study? [Probe for study guides, prequestioning, and so on.]
15. How well do you do on tests of this type of reading?
16. What do you have to do to get a good grade in _____?
17. What do you think you need to do in order to do better?
18. Have you ever tried skimming before you read a chapter to get an idea of what it's about?
19. Have you ever tried summarizing or making notes to remember what you've read?
20. Have you ever tried asking yourself questions to remember what you've read?

Here's How I Feel about Reading

Name _____

1. I like to read about _____.
2. My friends think reading is _____.
3. My favorite book is _____.
4. I like books about _____.
5. When I read on the phone, computer, or iPad, I am reading _____.
6. When I am in a library, I choose _____.
7. At home, I choose to read _____.
8. On weekends, my favorite thing to do is _____.
9. The best thing about reading is _____.
10. The worst thing about reading is _____.

Things I Read



Books

Computer/Internet

Magazines

iPad or Kindle

Newspapers

Phone

Graphic novels

Social tools: Facebook, Twitter,
e-mail, texts

Content-Area Exit Ticket Menu

	Not true for me	A little bit true for me	Mostly true for me	Completely true for me
I wanted to learn about the topic that I read about today.				
My full attention was on the information in the text.				
I wanted to understand the concepts that I read about today.				
I enjoyed making connections between what I read and my own ideas.				
After we discussed the text in class, I wanted to read more about it.				
Working with others in my group helped me understand more about the topic.				
Working with others in my group helped me enjoy the activity.				
I read because I was curious about the topic.				
I did not want to stop reading.				

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Tell Me What You Like!

Name _____

Which topics do you like the most? Pretend you're a teacher and give each one of these a grade. Give it an A if you really like it, a B if you like it pretty well, a C if it's just OK, a D if you don't like it, and an F if you can't stand it! If I've missed some topics you really like, please write them on the lines at the bottom of the page.

- | | |
|------------------------------|-----------------------|
| _____ sports | _____ monsters |
| _____ animals | _____ horses |
| _____ magic | _____ detectives |
| _____ jokes and riddles | _____ love |
| _____ exploring the unknown | _____ famous people |
| _____ sharks | _____ ghosts |
| _____ camping | _____ other countries |
| _____ superheroes | _____ dogs |
| _____ spiders | _____ cooking |
| _____ science | _____ the ocean |
| _____ drawing, painting, art | _____ music |
| _____ history | _____ science fiction |
| _____ friendship | _____ cats |
| _____ snakes | _____ families |
| _____ the wilderness | _____ nature |
| _____ fishing | _____ technology |

What other topics do you really like? Write them here:

Elementary Reading Attitude Survey (ERAS)

Directions for Use

The Elementary Reading Attitude Survey provides a quick indication of student attitudes toward reading. It consists of 20 items and can be administered to an entire classroom in about 10 minutes. Each item presents a brief, simply-worded statement about reading, followed by four pictures of Garfield. Each pose is designed to depict a different emotional state, ranging from very positive to very negative.

Administration

Begin by telling students that you wish to find out how they feel about reading. Emphasize that this is not a test and that there are no “right” answers. Encourage sincerity.

Distribute the survey forms and, if you wish to monitor the attitudes of specific students, ask them to write their names in the space at the top. Hold up a copy of the survey so that the students can see the first page. Point to the picture of Garfield at the far left of the first item. Ask the students to look at this same picture on their own survey form. Discuss with them the mood Garfield seems to be in (very happy). Then move to the next picture and again discuss Garfield’s mood (this time, a little happy). In the same way, move to the third and fourth pictures and talk about Garfield’s moods—a little upset and very upset. It is helpful to point out the position of Garfield’s mouth, especially in the middle two figures.

Explain that together you will read some statements about reading and that the students should think about how they feel about each statement. They should then circle the picture of Garfield that is closest to their own feelings. (Emphasize that the students should respond according to their own feelings, not as Garfield might respond!) Read each item aloud slowly and distinctly; then read it a second time while students are thinking. Be sure to read the item number and to remind students of page numbers when new pages are reached.

Scoring

To score the survey, count 4 points for each leftmost (happiest) Garfield circled, 3 for each slightly smiling Garfield, 2 for each mildly upset Garfield, and 1 point for each very upset (rightmost) Garfield. Three scores for each student can be obtained: the total for the first 10 items, the total for the second 10, and a composite total. The first half of the survey relates to attitude toward recreational reading; the second half relates to attitude toward academic aspects of reading.

Interpretation

You can interpret scores in two ways. One is to note informally where the score falls in regard to the four nodes of the scale. A total score of 50, for example, would fall about midway on the scale, between the slightly happy and slightly upset figures, therefore indicating a relatively indifferent overall attitude toward reading. The other approach is more formal. It involves converting the raw scores into percentile ranks by means of the table on the next page. Be sure to use the norms for the right grade level and to note the column headings (Rec = recreational reading, Aca = academic reading, Tot = total score). If you wish to determine the average percentile rank for your class, average the raw scores first; then use the table to locate the percentile rank corresponding to the raw score mean. Percentile ranks cannot be averaged directly.

(continued)

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Elementary Reading Attitude Survey (ERAS) (page 2 of 4)

Midyear percentile ranks by grade and scale

Raw Scr	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Rec	Aca	Tot	Rec	Aca	Tot	Rec	Aca	Tot	Rec	Aca	Tot	Rec	Aca	Tot	Rec	Aca	Tot
8 0			99			99			99			99			99			99
7 9			95			96			98			99			99			99
7 8			93			95			97			98			99			99
7 7			92			94			97			98			99			99
7 6			90			93			96			97			98			99
7 5			88			92			95			96			98			99
7 4			86			90			94			95			97			99
7 3			84			88			92			94			97			98
7 2			82			86			91			93			96			98
7 1			80			84			89			91			95			97
7 0			78			82			86			89			94			96
6 9			75			79			84			88			92			95
6 8			72			77			81			86			91			93
6 7			69			74			79			83			89			92
6 6			66			71			76			80			87			90
6 5			62			69			73			78			84			88
6 4			59			66			70			75			82			86
6 3			55			63			67			72			79			84
6 2			52			60			64			69			76			82
6 1			49			57			61			66			73			79
6 0			46			54			58			62			70			76
5 9			43			51			55			59			67			73
5 8			40			47			51			56			64			69
5 7			37			45			48			53			61			66
5 6			34			41			44			48			57			62
5 5			31			38			41			45			53			58
5 4			28			35			38			41			50			55
5 3			25			32			34			38			46			52
5 2			22			29			31			35			42			48
5 1			20			26			28			32			39			44
5 0			18			23			25			28			36			40
4 9			15			20			23			26			33			37
4 8			13			18			20			23			29			33
4 7			12			15			17			20			26			30
4 6			10			13			15			18			23			27
4 5			8			11			13			16			20			25
4 4			7			9			11			13			17			22
4 3			6			8			9			12			15			20
4 2			5			7			8			10			13			17
4 1			5			6			7			9			12			15
4 0	99	99	4	99	99	5	99	99	6	99	99	7	99	99	10	99	99	13
3 9	92	91	3	94	94	4	96	97	5	97	98	6	98	99	9	98	99	12
3 8	89	88	3	92	92	3	94	95	4	95	97	5	96	98	8	97	99	10
3 7	86	85	2	88	89	2	90	93	3	92	95	4	94	98	7	95	99	8
3 6	81	79	2	84	85	2	87	91	2	88	93	3	91	96	6	92	98	7
3 5	77	75	1	79	81	1	81	88	2	84	90	3	87	95	4	88	97	6
3 4	72	69	1	74	78	1	75	83	2	78	87	2	82	93	4	83	95	5
3 3	65	63	1	68	73	1	69	79	1	72	83	2	77	90	3	79	93	4
3 2	58	58	1	62	67	1	63	74	1	66	79	1	71	86	3	74	91	3
3 1	52	53	1	56	62	1	57	69	0	60	75	1	65	82	2	69	87	2
3 0	44	49	1	50	57	0	51	63	0	54	70	1	59	77	1	63	82	2
2 9	38	44	0	44	51	0	45	58	0	47	64	1	53	71	1	58	78	1
2 8	32	39	0	37	46	0	38	52	0	41	58	1	48	66	1	51	73	1
2 7	26	34	0	31	41	0	33	47	0	35	52	1	42	60	1	46	67	1
2 6	21	30	0	25	37	0	26	41	0	29	46	0	36	54	0	39	60	1
2 5	17	25	0	20	32	0	21	36	0	23	40	0	30	49	0	34	54	0
2 4	12	21	0	15	27	0	17	31	0	19	35	0	25	42	0	29	49	0
2 3	9	18	0	11	23	0	13	26	0	14	29	0	20	37	0	24	42	0
2 2	7	14	0	8	18	0	9	22	0	11	25	0	16	31	0	19	36	0
2 1	5	11	0	6	15	0	6	18	0	9	20	0	13	26	0	15	30	0
2 0	4	9	0	4	11	0	5	14	0	6	16	0	10	21	0	12	24	0
1 9	2	7		2	8		3	11		5	13		7	17		10	20	
1 8	2	5		2	6		2	8		3	9		6	13		8	15	
1 7	1	4		1	5		1	5		2	7		4	9		6	11	
1 6	1	3		1	3		1	4		2	5		3	6		4	8	
1 5	0	2		0	2		0	3		1	3		2	4		3	6	
1 4	0	2		0	1		0	1		1	2		1	2		1	3	
1 3	0	1		0	1		0	1		0	1		1	2		1	2	
1 2	0	1		0	0		0	0		0	1		0	1		0	1	
1 1	0	0		0	0		0	0		0	0		0	0		0	0	
1 0	0	0		0	0		0	0		0	0		0	0		0	0	

(continued)

Elementary Reading Attitude Survey (ERAS) (page 3 of 4)

Student Name _____ Grade _____

Teacher _____ Administration Date _____

Scoring guide
4 points Happiest Garfield
3 points Slightly smiling Garfield
2 points Mildly upset Garfield
1 point Very upset Garfield

Recreational reading

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Academic reading

- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

Raw score: _____

Raw score: _____

Full-scale raw score (Recreational + Academic): _____

Percentile ranks

Recreational

Academic

Full scale

Elementary Reading Attitude Survey

School _____ Grade _____ Name _____

1. How do you feel when you read a book on a rainy Saturday?



2. How do you feel when you read a book in school during free time?



3. How do you feel about reading for fun at home?



4. How do you feel about getting a book for a present?



5. How do you feel about spending free time reading?



6. How do you feel about starting a new book?



7. How do you feel about reading on summer vacation?



8. How do you feel about reading instead of playing?



9. How do you feel about going to a bookstore?



10. How do you feel about reading different kinds of books?



11. How do you feel when the teacher asks you questions about what you read?



12. How do you feel about doing reading workbook pages and worksheets?



13. How do you feel about reading in school?



14. How do you feel about reading your school books?



15. How do you feel about learning from a book?



16. How do you feel when it's time for reading class?



17. How do you feel about the stories you read in reading class?



18. How do you feel when you read out loud in class?



19. How do you feel about using a dictionary?



20. How do you feel about taking a reading test?



Survey of Adolescent Reading Attitudes (SARA)

The Survey of Adolescent Reading Attitudes (SARA; McKenna et al., 2012) is a group assessment that is easy to administer and score. A student responds to 18 questions on a scale from 1 to 6, with 6 being the most positive. The items are classified by purpose and medium. The purpose for reading is either recreational or academic, and the medium is either print or digital. By pairing purpose and medium, four categories are created:

1. Recreational reading in print settings (e.g., reading a novel in print form).
2. Recreational reading in digital settings (e.g., reading the same novel on a tablet).
3. Academic reading in print settings (e.g., reading an article in print form).
4. Academic reading in digital settings (e.g., reading an informational website).

A score is produced for each of these categories, and the teacher can compare the scores to make judgments. The idea is that each of us has not a single attitude toward reading but several, and two of the most important factors are the reason we're reading and the setting in which we read.

Administering SARA

SARA can be administered either to gather data concerning a particular student or to gauge the attitudes of a group. If a single student is to be evaluated, it is vital to garner honest responses. To encourage sincerity, the teacher should lower the stakes of the assessment by explaining that the results will not be used in grading. If the goal is to assess an entire class, sincerity can be largely ensured by not asking students to identify themselves by name.

Scoring SARA

Although we have explained elsewhere how the survey can be hand-scored (Conradi et al., 2013), it is far easier to use a simple Excel spreadsheet. We have already created this resource, and you may download it at no cost. After a teacher keys in a student's response to all of the items, Excel automatically computes the four subscale scores and looks up the percentile rank corresponding to each. (Because there are separate norms for males and females, students must specify their gender even if the survey is otherwise anonymous.) You may download the Excel scoring spreadsheet here: <https://ila.onlinelibrary.wiley.com/doi/full/10.1002/JAAL.183#support-information-section>.

Interpreting the Results of SARA

There are two ways to interpret each of the four subscale scores. One is to think of the score on a scale from 1 to 6, where 6 corresponds to feeling "very good" about one of the four areas listed above and 1 corresponds to feeling "very bad" about the area. Think of a student's score in relation to 3.5, the midpoint of the scale. The higher a score is relative to 3.5, the more positive the attitude.

A second way to interpret the results is to compare the score on each subscale with the national norms computed from the nationwide survey (McKenna et al., 2012). These norms allow a teacher to compare the attitudes of a given student with students of the same grade level and gender. Norms are available for grades 6–8; if SARA is given in high school, only the first method of interpreting scores can be used—that is, thinking of them along a scale from 1 to 6.

Each of these approaches to interpreting SARA subscale scores is useful in understanding the predispositions of a class or individual student. They are equivalent to the criterion- and norm-referenced approaches to the interpretation of test scores.

Conradi and her colleagues (2013, pp. 570–572) have suggested a step-by-step strategy for interpreting the results of SARA and using them to plan. They have included both of these approaches and have suggested how to compare the subscales.

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Survey of Adolescent Reading Attitudes (SARA) *(page 2 of 5)*

1. *Note the norms.* The percentile rank corresponding to each of the four subscale scores can give you a frame of reference. How far above or below average (the 50th percentile rank) is each score? Are there pockets of strength? Areas of real concern?

2. *Take other information into account.* View the results of SARA as part of a larger profile. Considering a student's reading achievement, areas of interest, and peer relationships can shed light on the pattern of SARA scores.

3. *Look for differences in scores.* If a student's scores are all negative to about the same extent, then they suggest no clear target for building attitude. This is not necessarily bad news, however, because such a profile indicates that a wide variety of approaches may be appropriate. On the other hand, if one or two scores are substantially below the others, it will help you narrow the focus of the approaches you select.

4. *Determine whether medium matters.* Compare each of the digital scores with the corresponding print score. If one medium is preferred over the other for both academic and recreational purposes, then medium may be an important key to motivating the student.

5. *Determine whether purpose matters.* Make a similar comparison to see if the student favors one purpose over the other regardless of medium. If so, then purpose for reading is another clue. Although it is likely that a struggling student will prefer recreational to academic reading, this fact should not be taken for granted.

6. *Remember that your role is that of broker.* Interpreting a profile of scores is an empty exercise unless you can respond in a way that is likely to improve a student's attitudes. You must be able to recommend a broad range of print and digital resources. A library media specialist can help. You must also be aware of activities and assignments that are likely to target the medium and purpose you have chosen.

7. *Remember that the student's role is that of client.* In a customer relationship, a salesperson does whatever it takes to make the customer happy. But in a client relationship, the service provider recommends what the client needs. For teachers, this means exercising caution about recommending a particular source or activity simply because it is likely to make a student happy. Is it acceptable for a student to browse through magazines simply because there is text here and there? (A principal we know calls this "grazing.") Is playing video games a productive use of time simply because there are occasionally directions and messages to be read? We believe there is common ground between activities and sources that are likely to motivate a particular student and that, at the same time, are rich (and enriching) reading experiences. With a little thought, an activity or source can have both qualities.

8. *Mount a two-pronged attack.* Two very different strategies are possible. One is to target the most negative of the four attitudes (most likely, academic print) and attempt to make that attitude more positive by means of carefully chosen activities and sources. For example, if a student harbors an especially negative attitude toward reading print for academic purposes, a teacher might suggest a book that is aligned with the curricular goal but that also reflects an interest area of the student. The other strategy is to exploit a strength among the attitudes. A struggling student whose attitude toward recreational digital reading is a relative strength (also likely) might be given opportunities to engage in activities of this nature that are connected with curricular goals.

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Survey of Adolescent Reading Attitudes (SARA) (page 3 of 5)

Percentile Ranks by Grade and Gender

Percentile Ranks
for the Recreational Print Subscale

Grade	Gender	Percentile rank				
		10	25	50	75	90
6	Girls	14	17	22	26	29
	Boys	9	13	18	22	26
7	Girls	13	16	21	25	29
	Boys	9	13	17	22	26
8	Girls	13	17	21	25	29
	Boys	8	12	17	21	25

Percentile Ranks
for the Recreational Digital Subscale

Grade	Gender	Percentile rank				
		10	25	50	75	90
6	Girls	11	15	^a	17	18
	Boys	9	13	16	17	18
7	Girls	10	14	17	—	18
	Boys	8	12	16	17	18
8	Girls	13	15	^b	^c	18
	Boys	10	13	16	17	18

^aA score of 16 corresponds to the 38th percentile rank.

^bA score of 16 corresponds to the 26th percentile rank.

^cA score of 17 corresponds to the 33rd percentile rank.

Percentile Ranks
for the Academic Print Subscale

Grade	Gender	Percentile rank				
		10	25	50	75	90
6	Girls	10	14	17	21	25
	Boys	8	12	16	20	23
7	Girls	10	13	17	21	24
	Boys	8	12	15	19	23
8	Girls	10	13	17	21	24
	Boys	8	12	16	19	23

Percentile Ranks
for the Academic Digital Subscale

Grade	Gender	Percentile rank				
		90	25	50	75	90
6	Girls	14	18	21	25	28
	Boys	11	15	20	23	27
7	Girls	14	17	20	24	27
	Boys	12	15	19	23	27
8	Girls	13	16	20	23	26
	Boys	11	15	19	22	26

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Survey of Adolescent Reading Attitudes (SARA) (page 4 of 5)

Survey of Adolescent Reading Attitudes (SARA) Scoresheet

Student Name _____ Grade _____

Teacher _____ Administration Date _____

Recreational raw score: _____	Print	Digital
	2.	4.
	8.	10.
	9.	15.
	11.	
	13.	
	Raw score/Avg: ____/____ _____%ile	Raw score/Avg: ____/____ _____%ile
Academic raw score: _____	Print	Digital
	3.	1.
	6.	5.
	14.	7.
	17.	12.
	18.	16.
	Raw score/Avg: ____/____ _____%ile	Raw score/Avg: ____/____ _____%ile
	Print full raw score/Avg: ____/____	Digital full raw score/Avg: ____/____

(continued)

Survey of Adolescent Reading Attitudes (SARA) *(page 5 of 5)*

Survey of Adolescent Reading Attitudes

1. How do you feel about reading news online for class?	Very Good					Very Bad
	6	5	4	3	2	1
2. How do you feel about reading a book in your free time?	Very Good					Very Bad
	6	5	4	3	2	1
3. How do you feel about doing research using encyclopedias (or other books) for a class?	Very Good					Very Bad
	6	5	4	3	2	1
4. How do you feel about texting or e-mailing friends in your free time?	Very Good					Very Bad
	6	5	4	3	2	1
5. How do you feel about reading online for a class?	Very Good					Very Bad
	6	5	4	3	2	1
6. How do you feel about reading a textbook?	Very Good					Very Bad
	6	5	4	3	2	1
7. How do you feel about reading a book online for a class?	Very Good					Very Bad
	6	5	4	3	2	1
8. How do you feel about talking with friends about something you've been reading in your free time?	Very Good					Very Bad
	6	5	4	3	2	1
9. How do you feel about getting a book or a magazine for a present?	Very Good					Very Bad
	6	5	4	3	2	1
10. How do you feel about texting friends in your free time?	Very Good					Very Bad
	6	5	4	3	2	1
11. How do you feel about reading a book for fun on a rainy Saturday?	Very Good					Very Bad
	6	5	4	3	2	1
12. How do you feel about working on an Internet project with classmates?	Very Good					Very Bad
	6	5	4	3	2	1
13. How do you feel about reading anything printed (book, magazine, comic books, etc.) in your free time?	Very Good					Very Bad
	6	5	4	3	2	1
14. How do you feel about using a dictionary for class?	Very Good					Very Bad
	6	5	4	3	2	1
15. How do you feel about being on social media like Facebook, Instagram, or Twitter in your free time?	Very Good					Very Bad
	6	5	4	3	2	1
16. How do you feel about looking up information online for a class?	Very Good					Very Bad
	6	5	4	3	2	1
17. How do you feel about reading a newspaper or a magazine for a class?	Very Good					Very Bad
	6	5	4	3	2	1
18. How do you feel about reading a novel for class?	Very Good					Very Bad
	6	5	4	3	2	1