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Contextual Information - Anytown, Anystate is located a rural region located at the intersection of two major highways about one hundred miles south of a major metropolitan area. Anytown is home to approximately 10,500 residents. It is a small agricultural community consisting of very few permanent businesses. Most of the residents commute to neighboring cities for employment. The school district has received several accreditations including the A+ Accreditation, Accreditation with Distinction, and the North Central Association Accreditation. The district has clearly shown exemplary educational services for all students. The district's mission is to prepare students for success through commitment to quality teaching and learning. The school district is comprised of four elementary schools, one middle school, and one high school. Timewise Elementary is one of the smaller schools with a total of 296 students and 50 staff personnel. The student teacher ratio averages at about 20 students per teacher. Within the small school setting, the administration is able to take an extremely active role with the students. Many of the staff members are able to name a majority of the students attending the school creating personal relationships between the student body and staff. A fairly significant level of collaboration between teachers, paraprofessionals, counselors, and administration creates a supportive learning community. The staff is currently focused on implementing Positive Behavior Support (PBS) plans throughout the school with a focus on classroom behavior as well. This school-wide discipline plan allows for consistency for the students with little to no differentiation between student expectations from the staff members.

Planning the Assessment - Reutzel and Cooter (2013) maintain "reading assessment is the tool that informs teaching" (p. 276). The authors also contend "assessment happens in effective classrooms before, during, and after instruction has taken place" (Reutzel & Cooter, 2013, p.

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277). Four purposes of reading assessment have been identified: outcome assessments, screening assessments, diagnostic assessments, and progress-monitoring assessments (p. 280). One type of progress-monitoring assessment is the informal reading inventory (IRI). Reutzel and Cooter (2013) define an informal reading inventory (IRI) as “an individually administered test . . . often with graded word lists and story passages” (p. 292). The informal reading inventory, “considered one of the best tools for observing and analyzing reading performance and for gathering information about how a student uses a wide range of reading strategies” (Reutzel & Cooter, 2013, p. 292), is an assessment instrument that determines a student's independent, instructional, and frustration levels of reading. The independent level is the highest-grade level at which a student can read easily and fluently without aid, with few word recognition miscues, and demonstrating very good comprehension. The instructional reading level is the highest level at which a student can read with few word recognition miscues and exhibits satisfactory comprehension. At the frustration level, the student has numerous word recognition miscues and comprehension is generally poor. The informal reading inventory also provides information regarding how students use letter-sound relationships, say words in isolation and in context, and comprehend short reading passages.

The Common Core State Standards (CCSS) for English Language Arts identifies reading standards for the specific grade levels that are reflected in the informal reading inventory. Students need to answer key details based on the text that has been read. Students retell stories and include details based on the read text material. Students know and apply grade-level phonics and word analysis skills in decoding words. Students read with sufficient accuracy and fluency to

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support comprehension. Students read on-level material orally with accuracy, appropriate rate, and expression on successive reading.

The *Morris Informal Reading Inventory*, an informal reading inventory (IRI) developed by Dr. Darrell Morris, was used for this assessment. The *Morris Informal Reading Inventory* “follows the tradition of including graded word recognition lists and graded reading passages in the test battery” (p. 84). The word recognition test contains ten word lists, ranging in difficulty from preprimer (early first grade) to eighth grade. The lists contain twenty words each and were developed by randomly sampling the grade-level collections in Basic Reading Vocabularies by Harris and Jacobson (Morris, 2015, p. 84). The informal reading inventory includes three forms (A, B, and C). Each form is composed of seven graded passages (second through eighth grade). The graded passages were selected based on interest level and grade-level appropriateness (Morris, 2015, p. 85).

The student begins the informal reading inventory by reading the word lists starting at the pre-primer level. If the student makes less than the designated percentage, then the next graded list is assessed. The word list section evaluation ends when more than the designated percentage is acquired. The graded passages are used to assess oral reading ability. The student begins reading oral passages at the pre-primer level. The student is told that some stories will be read out loud and then the student will answer questions about the stories. The student is told that the oral reading will be taped-recorded so that the evaluator can review the readings at a later date. The miscues are documented as the student reads and all deviations from the text are also indicated. The passage is then removed. The comprehension questions are asked. Sometimes a probe is

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used by saying, “Can you tell me more about that?” If the answer is correct, a mark is placed beside the expected response and the response on the protocol is circled or highlighted. If the response is incorrect, a mark is placed beside the response and the student’s response is written in the appropriate column on the protocol sheet. Miscue errors included mispronunciations, nonpronunciations, substitutions, insertions, and omissions. Repetitions and self-corrections were also recorded; however, these miscues were not counted as errors.

The data collected from the *Morris Informal Reading Inventory* produced quantitative and qualitative data to be used for analysis and to develop appropriate lesson plans created to address the specific student needs. The assessment provided data for the following information: phonetically-based decoding skills; vocabulary; comprehension; and fluency. The *Morris Informal Reading Inventory* is documented as a valid and reliable construct to acquire the requisite data.

The learning activities that are reflected through the components in this assessment include: decoding through phonics, vocabulary acquisition, comprehension through retellings, comprehension through context questions, and fluency rate. Phonics was addressed through the use of magnetic letter activity and an online decoding program. Vocabulary acquisition and comprehension was incorporated into a writing activity. Fluency was part of a self-selected book reading. The rationale for these identified components is based on the data acquired from the informal reading inventory results.

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The materials and resources used during this assessment are the components from the *Morris Informal Reading Inventory*. The rationale for these identified components is associated with the documentation provided in the manual for the assessment. Based on the specific learning needs, the assessment for the student was modified by printing only five words at a time from the word list section and allowing the student to point at the words during the oral reading section.

Administering the Assessment and Analyzing the Data - The results of the informal reading inventory pre-test show that the student has an independent reading level for the first grade, an instructional reading level for the second grade, and reached the frustration level at third grade. The student's fluency was adequate at the lower level; however, as the text became more difficult, the quality of the student's fluency rate was not as good. The student's retelling of the story was quick and complete at the independent level. As the reading level increased in difficulty, the retelling of the story was not as prompt. The student would skip parts of the retell and then go back and add in important information to the story. Reading fluency is important because it provides a much-needed bridge between word recognition and reading comprehension.

<i>Morris Informal Reading Inventory</i> – Word List						
Word List Pre-Test				Word List Post-Test		
Independent	Instructional	Frustration		Independent	Instructional	Frustration
Grade 1	Grade 2	Grade 3		Grade 2	Grade 3	Grade 4

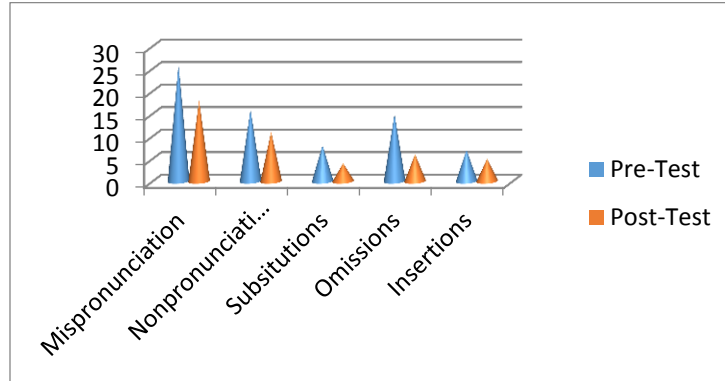
<i>Morris Informal Reading Inventory</i> – Oral Paragraphs						
Oral Paragraphs Pre-Test				Oral Paragraphs Post-Test		
Independent	Instructional	Frustration		Independent	Instructional	Frustration
Grade 1	Grade 2	Grade 3		Grade 2	Grade 3	Grade 4

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A miscue analysis also deciphers how students process text using the three language systems. These systems are the grapho-phonemic, syntactic and semantic. The grapho-phonemic system indicates how students use their knowledge of letters and sounds as they read. The syntactic system tells how students strive to make what they read "sound right" (i.e., sound the way they speak), and the semantic system tells how students strive to make what they read "make sense." the student makes miscues in the following areas: grapho-phonemic system, syntactic system, and semantic system. In the area of grapho-phonemic, when the student substituted a word while reading, the substitution usually looked and sounded like the word in the text. For example, the student read "fragment" for "frightened" (graphically similar) and read "monument" for "moment" (similar in sound). In the area of syntactic, the student made miscues that were not syntactically acceptable and imitated the structure of the word (i.e., noun for noun, verb for verb, adjective for adjective, adverb for adverb, etc.), which means the words sometimes sounded right in a sentence. For example, the student read the sentence "It was not a silent car, but it served him well." as "It was not a slight car, but it slivered him well." This miscue does not sound right in the story. Semantically, the student made miscues that were acceptable. This means that some of the miscues made sense in the story. For example, the student read the sentence "The boy looked frightened" as "The boy looked frightless." This miscue did change the meaning of the sentence. The student does self-correct while reading. He seems to understand that reading must make sense. Examples of self-correction by the student include: "drove" for "drew" and "slivered" for "served."

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Miscue Graph for Pre-Test and Post-Test Oral Readings



The reading assessment contains information regarding the following aspects of the reading process: sensory, perceptual, sequential, experiential, thinking, associational, affective, and constructive. The sensory aspect of reading has to do with the student perceiving the symbols. The student does not recognize that the end point of a sentence is represented by a period nor does he recognize the purpose of a comma. This is evidenced by a lack of stopping or pausing when reading. The student needs instruction in this area as the student reads an entire paragraph as one sentence which could have an effect on the ability to comprehend difficult text. Possible interventions include the use of phrase-cued text, the use of sentence strips, and echo-reading. Phrase cued texts are used to signal the student to take a short pause or a longer pause. Sentence strips can be used to help the student visualize that sentences are units that are put together to form a whole story. Echo-reading can be used to help students practice with the guidance of the teacher. Perceptual acuity involves interpretation of the sensory impressions that reach the brain. The visual sensations of words and phrases from the printed page is recognized by the brain and meaning is given to these words and phrases as the brain associates them with the reader's previous experience with the objects, ideas, or emotions represented. Language is threaded together in a sequential pattern of grammar and logic – both the written and spoken forms. The

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student is able to follow the sequential patterns of written words. The student reads text left to right and top to bottom and follows logical and grammatical patterns of words. The experiential aspect of reading has to do with the reader relating personal experiences to what is being read and making connections to the text to make meaning of the text. When reading text on an instructional or independent level, the student is able to relate to text and thus, comprehend its meaning. When listening to a story above his independent or instructional level, the student is able to comprehend what is being read. This is evidence that the student has been exposed to a variety of vocabulary and personal experiences. However, when the student is reading a text that is difficult, the student has difficulty decoding words. The thinking aspect of reading has to do with the reader first decoding the text and then reading in a critical and creative fashion using various skills: understand the figurative language, determine the author's purpose, evaluate ideas presented, and apply the ideas to actual situations. Active and proficient readers use the following strategies to construct meaning: activate schema before during, and after reading text; create visual and other sensory images during and after reading; draw inferences from text, ask questions; determine important ideas; and synthesize what has been read. The student does have some difficulty in interpreting graphic symbols to recognize words and as a result has difficulty comprehending text that is too difficult.

Oral Reading Fluency Norm Comparison – Independent Level				
Grade	Percentile	Winter Word Count Per Minute	Student Word Count Per Minute	
			Pre-Test	Post-Test
First Grade	90	81		
First Grade	75	47		68
First Grade	50	23	42	
First Grade	25	12		
First Grade	10	6		

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Oral Reading Fluency Norm Comparison – Instructional Level				
Grade	Percentile	Winter Word Count Per Minute	Student Word Count Per Minute	
			Pre-Test	Post-Test
First Grade	90	81		
First Grade	75	47		
First Grade	50	23	37	45
First Grade	25	12		
First Grade	10	6		

Oral Reading Fluency Norm Comparison – Frustration Level				
Grade	Percentile	Winter Word Count Per Minute	Student Word Count Per Minute	
			Pre-Test	Post-Test
First Grade	90	81		
First Grade	75	47		
First Grade	50	23		33
First Grade	25	12	18	
First Grade	10	6		

To modify the informal reading inventory, the print for the word list could be enlarged. The student would be allowed to complete the assessment components over several days in order not to overwhelm the student. The student could complete the word list section one day and the oral paragraph section on another day. The testing room would be changed from one with windows to a room with no windows to eliminate the outside distractions. In the future, a selection of colored transparencies would be made available to the student to help in the area of readability. As part of the individual empowerment, the student would be allowed to listen to the oral reading

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recordings. The student would then provide personal feedback on the actual reading to support the comprehensive perspective of the overall assessment.

The progress of the student toward achieving the learning goal is achieved through the lessons based on the results from the informal reading inventory. The baseline data indicates the student is experiencing some challenges in the area of decoding; therefore, phonics activities were incorporated in the lessons through manipulatives and online programs. The student also demonstrated a need for additional background knowledge to comprehend specific readings. Particular attention was provided to address any prior knowledge issues. Writing was utilized to expand comprehension and introduce unique vocabulary terms.

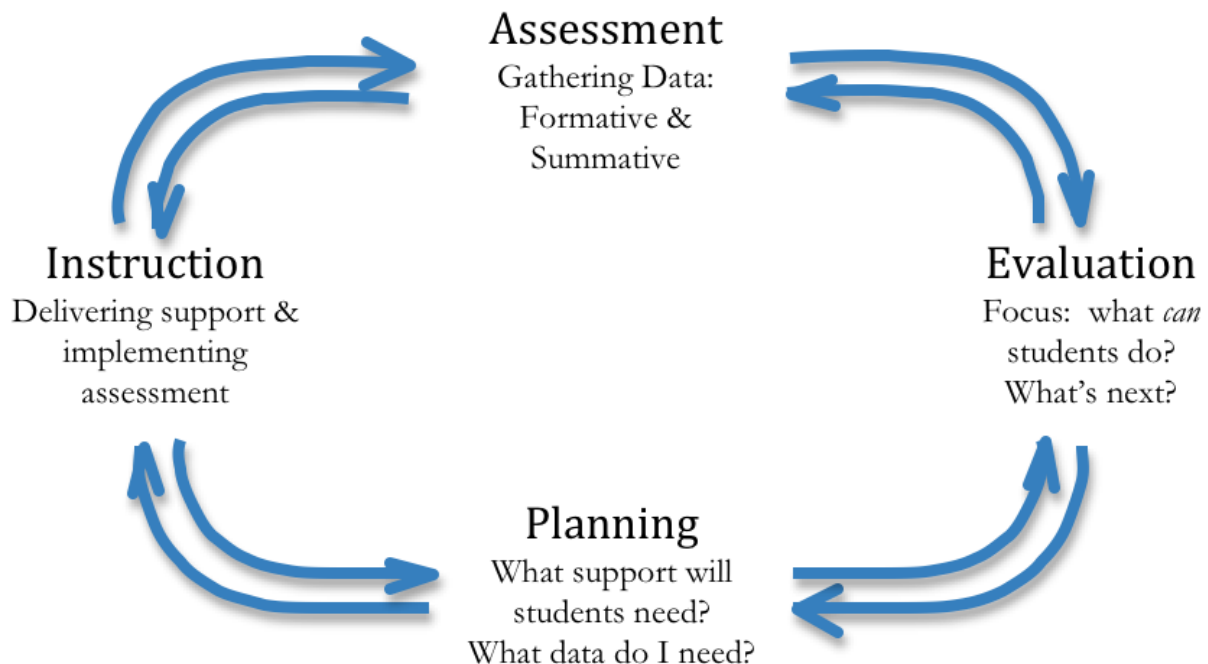
The student displayed a higher level of confidence during the informal reading inventory post-test. The modifications may have played a role in supporting this level of self-assurance. The student was able to chart the reading growth data acquired from the informal reading inventory pre-test and post-test.

Reflecting - One successful aspect of the assessment plan was the reaction of the students to the data results from both the pre-test and the post-test. The student recognized the responsibility that is personally required if academic progress is going to be accomplished. The student has requested access to additional reading material in order to continue to chart reading growth. The data analysis that will inform or guide instruction for the student will include color coded reading cards from Science Reading Associates (SRA) to promote independent reading progress and internalize learning responsibility on the part of the student. To evaluate the student's reading

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progress, the STAR reading assessment will be used to measure diverse reading skill areas within distinct domains, such as phonics, word recognition, fluency, and vocabulary acquisition.

One aspect of the modification of the assessment that was successful for the student was reducing the number of words for the word list section of the informal reading inventory. The student appeared less anxious with fewer words on the page provided in a readable font style. Modifications for future use would include selecting a different room for the assessment. The windows in the room allowed for distractions to interfere with the evaluation process. Additional computer time on the phonics web site would be advantageous for the student's decoding progress as the student appeared to progress well through a technologically-based instructional format. The data analysis can inform or guide the steps of the instructional process when assessment components document student progress.



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Representative Pages of the Selected Assessment

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Level 3	Timed	Untimed	Level 4	Timed	Untimed
1. accept	_____	_____	1. average	_____	_____
2. favor	_____	_____	2. hamster	_____	_____
3. seal	_____	_____	3. select	_____	_____
4. buffalo	_____	_____	4. tobacco	_____	_____
5. slipper	_____	_____	5. brilliant	_____	_____
6. receive	_____	_____	6. liberty	_____	_____
7. legend	_____	_____	7. prance	_____	_____
8. haircut	_____	_____	8. solemn	_____	_____
9. dresser	_____	_____	9. disease	_____	_____
10. icy	_____	_____	10. impress	_____	_____
11. customer	_____	_____	11. miracle	_____	_____
12. thread	_____	_____	12. wrestle	_____	_____
13. plop	_____	_____	13. coward	_____	_____
14. bandage	_____	_____	14. explode	_____	_____
15. further	_____	_____	15. opinion	_____	_____
16. moat	_____	_____	16. suffer	_____	_____
17. closet	_____	_____	17. vast	_____	_____
18. unroll	_____	_____	18. relationship	_____	_____
19. storyteller	_____	_____	19. furnace	_____	_____
20. yarn	_____	_____	20. clan	_____	_____
% correct	_____	_____	% correct	_____	_____

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Examiner

Word Recognition – 3 / 4

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Examiner

Form A

Reading Passages – III

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THIRD GRADE

Form A (147 words)

"Maggie and the Goose"

Examiner's Introduction: This story is about a little girl and some animals.

Maggie lived on a farm with lots of animals. She loved the cows, pigs, sheep, and chickens, but she did not like the geese. In fact, she was afraid of them. They were large, white birds with orange beaks. Whenever Maggie got too close, the geese extended their wings and stretched out their necks toward her. Then they would rush at her making terrible honking and hissing sounds.

One warm afternoon, Maggie went into the barn to play. The light was dim in there, so she didn't see the geese until it was too late. One huge, upset goose ran toward Maggie and grabbed the seat of her shorts with its beak. Maggie turned and ran out of the barn yelling, but the angry goose did not let go. Maggie's parents got a good laugh watching her with that crazy goose before they finally helped her escape.

Questions

- Where did the girl in this story live?
(On a farm.)
- Why didn't Maggie like the geese on her farm?
(They chased her. or They hissed at her [full credit] They scared her. [½]; Etc.; How did they scare her?)
- What did the geese look like?
(Large white birds with orange beaks.)
- Where on the farm did Maggie get into trouble with the geese?
(In the barn.)
- Why did Maggie come running out of the barn yelling?
(The goose was biting the seat of her pants.)
- What did Maggie's parents do at the end?
(They laughed [½]; Etc. And then what did they do?) (They helped her get away from the goose. [full credit])

Error Quotient = $100 \div \text{N} = \text{EQ}$			
# of Errors	Accuracy	# of Errors	Accuracy
1	99	16	88
2	98	17	86
3	97	18	83
4	96	19	81
5	95	20	79
6	94	21	76
7	93	22	73
8	92	23	70
9	91	24	67
10	90	25	64
11	89	26	62
12	88	27	59
13	87	28	56
14	86	29	53
15	85	30	50

Total Errors = _____

Meaning Changes = _____

Oral Read. Acc. = _____%

Comprehension = _____%

Rate = _____ wpm

(8,820 ÷ No. of seconds)

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A Representative Page of the Rubric/Scoring Guide

Reading behavior	Marking convention	Example
Accurate word reading	✓ above each correctly read word.	✓ The brown fox..... ✓
Substitution (one error if not self-corrected; record one error regardless of the number of incorrect substitutions)	Write each word attempted above the actual word.	✓ brave ✓ The brown fox.....
Omission (one error)	— (long dash)	✓ — ✓ The brown fox.....
Insertion (one error)	^ at point of insertion with the inserted word above it	✓ ^ little ✓ The brown fox.....
Repetition of one word (no error)	R (one repetition) R2 (two repetitions) R3 (three repetitions)	R The brown fox.....
Repetition of phrase (no error)	R with line and arrow to the point of where the reader returned to repeat.	↖ R The brown fox.....
Self-correction (no error)	SC after the error to indicate child has corrected error.	brave/SC The brown fox.....
Intervention / student confused and unwilling to try again (one error)	Write TA if you need to tell student to "try again" and point to where he or she needs to try again. Place brackets around part of the text that the child had to try again.	TA [The brown fox].....
Intervention / unable to read a word (one error)	Write T above word if you tell the child the word after a 5–10 second wait.	T The brown fox.....
Beginning sound (no error)	Mark the beginning sound above the word if the child says it first, then a (check) if he or she follows with the correct word.	b/✓ The brown fox.....

