Reading Assessment

Purposes of Assessment: Formal/Informal
The following objectives are covered in this lesson plan:
- Has an understanding of the purposes of specific diagnostic and standardized tests;
- Knows how to explain rationale for testing;
- Makes testing environment comfortable for adults;
- Knows advantages and disadvantages in using formal and informal assessment; and
- Uses pre- and post-testing data to determine student progress.

Informal Reading Inventory (IRI)
The following objectives are covered in this lesson plan:
- Understands advantages and uses of IRI;
- Knows how to administer and evaluate an IRI;
- Knows how to use results of IRI to determine independent, instructional and frustration levels; and
- Knows how to use results of IRI for planning instruction.

Lesson Plans
These lessons introduce strategies. You may find it helpful to devote additional time to practicing the strategies as they are introduced through the use of supplemental materials.

Excerpted from:


Reprinted with permission.
Lesson Plan- Purposes of Assessment: Formal/Informal

Objective(s):

- To have an understanding of the purposes of specific diagnostic and standardized tests
- To know how to explain rationale for testing
- To make testing environment comfortable for adults
- To know advantages/disadvantages in using formal and informal assessment
- To know how to use instructor observation as part of assessment
- To use pre- and post-testing data to determine student progress

Materials:

- Handout *Why Adults Have Not Learned to Read Well*
- Handout *Assessment Instruments*

Time: 2 hours

Steps:

1. Have participants discuss possible reasons some adults have had problems learning to read (physiological, emotional, intellectual, environmental)
2. Distribute handout “Why Some Adults Have Not Learned to Read Well” and have participants fill in possible reasons and solutions
3. Have participants discuss:
   - what they know about assessment
   - what they would like to know about assessment
4. Distribute handout “Assessment Instruments” and explain formal and informal assessment instruments
5. Discuss appropriate assessment environment

6. Discuss the role of instructor observation in assessment

7. Have participants role play instructor giving rationale for taking a test to an adult student

8. Wrap up and reflect
   - Describe your reactions to the assessment exercises. What happened in the role play? The assessment analysis? What do you think/feel about formal and informal assessment?
   - What are the basic themes/patterns?
   - What rule(s) or generalization(s) can you make about assessment procedures from this?
   - How will you use this information on assessment? What modifications can you make work for you?
   - What is significant about this experience of using formal and informal assessment for adults?

Note to Teacher
Role play may be done individually or in small groups.
Why Adults Have Not Learned to Read Well

Possible Reasons:

<table>
<thead>
<tr>
<th>Physiological</th>
<th>Emotional/Intellectual</th>
<th>Environmental</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inappropriate Instruction</td>
</tr>
</tbody>
</table>

Possible Solutions:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appropriate Instruction</td>
</tr>
</tbody>
</table>

Why is Assessment essential for appropriate instruction?

Students develop confidence and competence when they are placed in materials in which they read with 90% comprehension and 98% word identification. This is considered their "independent reading level".
Assessment Instruments

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word lists such as SORT or WRAT measure how well the learner pronounces words and can be used to find a “rough” starting place for real reading.</td>
<td>Informal Reading Inventory or a selection from instructional materials provides a sample that is very much like the materials that the learner will be using.</td>
</tr>
<tr>
<td>Standardized tests such as the Test of Adult Education (TABE) or the Adult Basic Learning Exam (ABLE) give comparisons of learners with the national sample. This information makes record keeping objective. Program growth, comparisons, and needs can be determined.</td>
<td>Informal assessment can provide information about comprehension and word identification skills. It is a model for ongoing monitoring and provides information for planning instruction.</td>
</tr>
</tbody>
</table>

*The more closely a test resembles the actual materials and experiences the learner will be using, the more valid the data for instructional planning.*

Questions about the Informal Reading Inventory:

- What information can I get from a word list?
- How can I best use this information?
- What can I learn from having the learner read paragraphs?
- How will assessing comprehension help me in planning instruction?
- How will marking word identification errors help me in planning instruction?
LESSON PLAN:
Informal Reading Inventory (IRI): Administration and Interpretation

Objectives:

Learners will be able to:

✓ Understand advantages and uses of IRI
✓ Know how to administer and evaluate an IRI
✓ Know how to use results to determine independent, instructional and frustration levels
✓ Know how to use results of IRI for planning instruction

Materials:

✓ Handouts
  • “Directions for Collaborative Assessment”
  • “Criteria for Reading Levels”
  • “Marking an Informal Reading Inventory”
✓ Forms
  • Minimum Information Flow Chart
  • Modified Miscue Analysis
  • How Can I Use the Information that I get from an IRI?
✓ Sample IRI’s

Time: 2 hours

Steps:

1. Distribute sample IRI
2. Explain administration procedures using Collaborative Assessment handout
3. Distribute Criteria for Reading Levels handout
4. Discuss independent, instructional and frustration reading levels
5. Distribute Marking an Informal Reading Inventory handout

Note to Teacher
Use workshop leaders for role play to read sample sentences, making mistakes typical of adult beginning readers.
6. Read sentences to participants and have them mark errors on sample IRI pages

7. Distribute and explain blank flow chart and modified miscue analysis forms

8. Have students fill out form marking placement according to test results

9. Practice completing Minimum Information Flow Chart

10. Have participants fill out form on use of IRI and discuss

11. Have participants role play administration of an IRI to a beginning level adult reader

12. Wrap up & reflect:

   • Describe what you learned about IRI’s. Retell major points. How do you feel about the use of IRI’s?
   • What are the basic patterns you discovered using an IRI?
   • What rule(s) or generalization(s) can you make from this?
   • How will you use this information about IRI’s? What modifications can you make?
   • What is significant about this experience using IRI’s?
Directions for Collaborative Assessment

Goal: Instructor views the student as a collaborator in the assessment process. The instructor encourages the student to monitor his/her own performance.

What seems to be the problem which keeps the student from being a good reader at the upper end of his/her independent reading level?

Is it comprehension? word identification skills? fluency/anxiety

Instructor requests the student’s help in finding the answers to questions about the student’s reading. The student should also participate in a discussion as to why the information might be helpful and how the student can help monitor his/her progress. For example: What range can the student read with good comprehension, high accuracy and appropriate fluency?

An instructor might say: “I need to get some idea of the things you do really well (instantly) while reading. I need to know the kinds of things you can figure out, but might take a second or two. Finally, I need to know the kinds of things you can’t do so well, so we can work together to help improve your reading”.

Administration of word lists:
- To determine the level of independent and instructional reading, first give the student a graded word list to be read silently. (WRAT-R or word list from an informal reading inventory are good choices)
- Ask the student to:
  1. put a check mark next to each word that is instantly recognizable
  2. underline each word that takes more than a second or two to figure out
  3. circle the words that are hard to recognize
- If you think the student will have problems remembering three things to do, just have him/her circle the words that are unknown

Administration of Paragraphs:
- Based on the words which students can instantly recognize and can figure out in a few seconds (words checked or underlined), select paragraphs of equal or lesser difficulty to determine independent and instructional reading levels
- Determine the place to start reading paragraphs. Share with the student that you will have him/her read some paragraphs and tell about what s/he has read. Give the student a choice to read silently or orally
- If student elects to read silently, at the completion, have the student retell what is remembered about the selection. Ask probing questions about any part of the story not
recalled. After comprehension check is completed, have the student underline each word not instantly recognized and circle the words that are unknown

- If the student elects to read the materials orally, mark errors during oral reading and assess comprehension
Criteria for Reading Levels

Independent Reading Level:
A. Ninety percent comprehension demonstrated by retelling significant information from a selection or by answering a variety of types of questions (e.g. detail, main idea, inference, etc.);
B. Instant and accurate pronunciation of 98-100 percent of the words in the passage;
C. Reading with good phrasing and expression;
D. Ability to anticipate meaning;
E. Freedom from tension or other overt behavior showing frustration; and
F. A desire to read.

Instructional Reading Level:
A. Seventy percent comprehension demonstrated by retelling significant information from a selection or by answering a variety of types of questions (e.g. detail, main idea, inference, etc.);
B. Instant and accurate pronunciation of 95 percent of the words in the passage;
C. Reading with good phrasing and expression;
D. Ability to anticipate meaning; and
E. Freedom from tension or other overt behavior showing frustration.

Frustration Reading Level:
A. Below 75 percent comprehension demonstrated by retelling significant information from a selection or by answering a variety of types of questions (e.g. detail, main idea, inference, etc.);
B. Below 95 percent of instant and accurate pronunciation of words in a passage;
C. Reading without good phrasing and expression;
D. Inability to anticipate meaning; and
E. Exhibiting tension or other overt behavior showing frustration.

A suggested use of time:

75% of total reading time- independent
25% of total reading time- instructional
0% of total reading time- frustration
Marking an Informal Reading Inventory

There are four types of “counted” errors to look for during the administration of an informal reading inventory:

1. Substitutions— the learner substitutes a different word for the one that is printed.

   Write the substituted word above the line. If the substituted word is a nonsense word, write it phonetically.

   \[
   \begin{array}{ll}
   \text{cow} & \text{cow} \\
   \text{Bob and Sue have to get a car. The old car will not run.} & \text{Bob and Sue have to get a car. The old car will not run.} \\
   \text{Bob and Sue have to get a car. The old car will not run.} & \text{Bob and Sue have to get a car. The old car will not run.}
   \end{array}
   \]

2. Omissions— the learner omits a word or leaves off an ending or part of a word.

   Underline the word or part that the student does not say.

   \[
   \begin{array}{ll}
   \text{Bob and Sue like to fish. The car they get will have} & \text{Bob and Sue like to fish. The car they get will have to be big.} \\
   \text{Bob and Sue like to fish. The car they get will have to be big.} & \text{Bob and Sue like to fish. The car they get will have to be big.}
   \end{array}
   \]

   Here’s a chance to try marking both:

   \[
   \begin{array}{ll}
   \text{Bob and Sue have to get a new car. The old car will not run.} & \text{Bob and Sue like to fish. The car they get will have to be big.} \\
   \text{Bob and Sue like to fish. The car they get will have to be big.} & \text{Bob and Sue like to fish. The car they get will have to be big.}
   \end{array}
   \]

3. Insertions— the learner inserts a word or phrase into the sentence.

   Mark the sentence with a caret (^) and write the word or phrase above the line.

   \[
   \begin{array}{ll}
   \text{old} & \text{They have a big \^ dog. The dog likes to ride in the car.} \\
   \text{They have a big dog. The dog likes to ride in the car.} & \text{They have a big dog. The dog likes to ride in the car.}
   \end{array}
   \]
They have a big dog. The dog likes to ride in the car.

4. Pronunciation- the instructor pronounces the word for the learner after five seconds.

*Put a “P” above the word that was pronounced for the learner.*

\[ \text{P} \quad \text{P} \]

Sue wants the car to be blue. Bob says he wants a red car.

Sue wants the car to be blue. Bob says he wants a red car.

Sue wants the car to be blue. Bob says he wants a red car.

Sue wants the car to be blue. Bob says he wants a red car.

Here’s a chance to try marking all four errors:

Bob and Sue have to get a car. The old car will not run. They have a big dog. The dog likes to ride in the car. Bob and Sue like to fish. The car they get will have to be big. Sue wants it to be blue. Bob says he wants a red car.

There are four types of “non-counted” errors. Non-counted errors are not counted but should be marked to indicate possible problems.

1. Corrections- the learner makes an error and then corrects it himself.

*Mark the error as usual and then put a “C” over it.*

\[ \text{pig} \]

They have a big dog.

2. Repetitions- the learner repeats a word or phrase.

*Draw an arrow beneath the word or phrase repeated.*

They have a big dog.

3. Choppiness- the learner reads in a choppy manner.

*Mark the sentence with slash marks where choppy.*
They have a big dog.

4. Punctuation - the learner ignores punctuation.

*Underline the punctuation mark that the learner left out.*

They have a big dog. The dog likes to ride in the car.

Try marking some of these:

The small bird hopped over the tiny twig. Then it flew away.

The small bird hopped over the tiny twig. Then it flew away.

The small bird hopped over the tiny twig. Then it flew away.

The small bird hopped over the tiny twig. Then it flew away.
How can I use the Information that I get from an Informal Reading Inventory?

Here are some questions to ask when scoring an informal reading inventory:

Is this level comfortable for the learner?

Did the learner’s errors make sense?

Does the learner know basic sight words?

What kinds of questions did the learner answer correctly?

How well did the learner understand the selection?

At which level(s) does the learner read independently, instructionally or with frustration?

What keeps the learner from reading well at the next level?

Other questions:
Student’s Name ________________________ Location ___________________________ Instructor ________________________ Student Information ___________________________
Beginning Date ________________________

Stage 1
Determine the student’s instructional Reading Level.
(Comprehension at least 70% with 95-98% word identification)

Instructional Reading Level
<AAA AAA AA A B C D E F G H I

†   †   †   †   †   †   †   †   †   †
<PP PP P 1 2 3 4 5 6 7 8 9+

Key   □ Independent   □ Instructional   □ Frustration

Stage 2
Determine what is necessary to turn the instructional level into an independent level. Rank in order priorities for instructional emphasis (#1 is of most importance).      _____ Comprehension  _____ Word Identification

Stage 3
Determine which sub-skill needs special attention.
Comprehension
___ Detail
___ Sequence
___ Vocabulary Meaning
___ Main Idea
___ Making Predictions
___ Inferences
___ Evaluation
___ Making Generalizations
___ Application

Word Identification
___ Sight Words
___ Context Clues
___ Initial Consonants
___ Initial Cons. Blends/Diagraphs
___ Final Consonants
___ Structural Analysis
___ Syllabication Gen.
___ Short/Long Vowels
___ Variant Vowels

Get the comprehension information from an IRI and/or during instruction.
Get the word identification information from miscue analysis collected from IR and/or during instruction.
## Modified Miscue Analysis
Adapted from ABS Instructor Training Manual, 1992 by Whitfield, Parker and Childress

<table>
<thead>
<tr>
<th>Level</th>
<th>Text Word</th>
<th>Substitution</th>
<th>Sight Word</th>
<th>Context Clue</th>
<th>Initial Cons.</th>
<th>Digraph/Blend</th>
<th>Final Cons.</th>
<th>Syllabication</th>
<th>Short Vowels</th>
<th>Long Vowels</th>
<th>Variant Vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>