Contents

Figures and Tables ix
About the Authors xi
Acknowledgments xiii
Preface xv

Part One

Basic Reading Inventory Manual 1

Section 1: Overview 3

Making Instruction Responsive 3
Components of the Basic Reading Inventory 4
Purposes of the Basic Reading Inventory 7
Assessing Five Core Components of Reading with the Basic Reading Inventory 8
Background Information on Reading Levels and the Listening Level 10
Preparation for Assessment 13
Brief Overview of Administration and Scoring Procedures 14
How to Use This Manual 17
Guide to Understanding the Basic Reading Inventory 18
Questions to Aid Understanding of the Basic Reading Inventory 18

Section 2: Administration and Scoring Procedures 21

Establishing Rapport and Gaining Insights 22
Graded Word Lists 22
Graded Passages 26
Rate of Reading 40
The Listening Level 45
Writing Prompts 46
Frequently Asked Questions 49

Section 3: Determining the Student's Three Reading Levels 57

Assimilating Jeff's Results 57
Examples: Reading Levels for Bob and Pablo 57
Contrasting Examples: Reading Levels for Aaron and Hem 60
Practice Exercises in Determining Reading Levels 62

Section 4: Instructional Uses of Inventory Results 69

Determining Word Identification Strategies 69
Analyzing Comprehension 80
Integrating the Concept of Engagement 84
Fluency Considerations 87
Instructional Interventions Grid 88
Targeting Interventions and Instruction for Struggling Readers 91
A Teacher's Administration of the Basic Reading Inventory 98
How the Basic Reading Inventory Helps Your Students 115

Section 5: Targeted Interventions for Reading Difficulties 117

Scenario 1: The Student Repeats Words, Phrases, or Sentences 117
Scenario 2: The Student Waits to Be Told Unknown Words 118
Scenario 3: The Student Produces a Nonword or Omits Unknown Words 119
Scenario 4: The Student Substitutes Words That Make Sense 120
Scenario 5: The Student Substitutes Words That Do Not Make Sense 121
Scenario 6: The Student Habitually Tries to Sound Out Unknown Words 123
Scenario 7: The Student Ignores Punctuation, Adds Punctuation, or Uses Inappropriate Intonation 124
Scenario 8: The Student Overrelies on Context While Reading 125
Scenario 9: The Student's Oral Reading Lacks Fluency 126
Scenario 10: The Student Is Overly Concerned with Rate When Reading Is Timed 127

Scenario 11: The Student Does Not Read for Meaning 128

Section 6: Development, Reliability, and Validity Data for the Basic Reading Inventory 131

Basis for the Graded Word Lists 131
Selection of the Graded Word Lists 134
Reliability Studies of the Word Lists 135
Validity of Graded Word List Criteria 138
Reliability of Graded Passages 138
Strengthening the Manual, Graded Passages, and Comprehension Questions 141
Development of Forms LL and LI 143
Development of Form E and New Pre-Primer Levels 144
Reliability Studies 144
Validity Considerations 146
Conclusion 146

Part Two

Basic Reading Inventory Performance Booklets 147

Form A 149
Performance Booklet (Teacher Copy)

Form B 185
Performance Booklet (Teacher Copy)

Form C 221
Performance Booklet (Teacher Copy)

Form D 257
Performance Booklet (Teacher Copy)

Form E 287
Performance Booklet (Teacher Copy)

Form LL 317
Performance Booklet (Teacher Copy)

Form LI 343
Performance Booklet (Teacher Copy)

Part Three

Early Literacy Assessments 369

Overview 370
Alphabet Knowledge 371
Writing 372
Literacy Knowledge 373
Wordless Picture Reading 374
Auditory Discrimination 375
Phoneme Segmentation 376
Phoneme Awareness (Spelling) 377
Record Booklet, Form 1: Teacher Copy 379
Record Booklet, Form 2: Teacher Copy 391

Part Four

Appendices, References, and Index 403

Appendix A: Procedures for Eliciting and Evaluating Passage Retellings 405

Retelling Procedure 1: Narrative Passages 406
Retelling Procedure 2: Story Structure 407
Retelling Procedure 3: Expository Passages 408

Appendix B: Summary Sheets and Rubric for Written Response 409

Miscue Summary Sheet for Forms LL and LI 411
Summary of Student's Oral Reading Performance on the Basic Reading Inventory 413
Miscue Tally and Reading Behavior Summary Charts for the Basic Reading Inventory 414
Qualitative Summary of Miscues on the Basic Reading Inventory 415
Summary of Student's Comprehension Performance on the Basic Reading Inventory 416
Informal Assessment of Comprehension Engagement on the Basic Reading Inventory at Middle-First Grade and Beyond 417
Expert Noticing Observation Guide 418
Class Summary Chart for the Basic Reading Inventory 419
Rubric for Written Response 420

References 421

Photo Credits 433

Index 435

Website Contents

Video Clips

View Laurie (teacher) establishing rapport with Jimmy (student) (p. 22)

View Laurie (teacher) administering a fourth-grade word list to Elyse (student) (p. 23)
View Laurie (teacher) administering a third-grade passage to Elyse (student) (p. 27)
View Laurie (teacher) asking Elyse (student) comprehension questions after she reads a third-grade passage (p. 29)
View Elyse (student) reading a third-grade passage (p. 38)

Expert Noticing Notes for Elyse and Answers for Practice Exercises

Expert Noticing for Elyse Reading a Third-Grade Passage (pp. 37–38)
Determining Reading Levels: Answers for Practice Exercises Figures 3-6 to 3-10 (pp. 63–67)

Performance Booklets & Individual and Class Summary Sheets

Basic Reading Inventory Performance Booklet A: Teacher Copy (pp. 149–184)
Basic Reading Inventory Performance Booklet B: Teacher Copy (pp. 185–220)
Basic Reading Inventory Performance Booklet C: Teacher Copy (pp. 221–256)
Basic Reading Inventory Performance Booklet D: Teacher Copy (pp. 257–286)
Basic Reading Inventory Performance Booklet E: Teacher Copy (pp. 287–315)
Basic Reading Inventory Performance Booklet LL: Teacher Copy (pp. 317–342)
Basic Reading Inventory Performance Booklet LI: Teacher Copy (pp. 343–368)
Record Booklet for Early Literacy Assessments Form 1: Teacher Copy (pp. 369–389)
Record Booklet for Early Literacy Assessments Form 2: Teacher Copy (pp. 391–401)
Summary Sheets (pp. 409, 411–420)
- Miscue Summary Sheet for Forms LL and LI (p. 411)
- Summary of Student's Oral Reading Performance on the Basic Reading Inventory (p. 413)
- Miscue Tally and Reading Behavior Summary Charts for the Basic Reading Inventory (p. 414)
- Qualitative Summary of Miscues on the Basic Reading Inventory (p. 415)
- Summary of Student's Comprehension Performance on the Basic Reading Inventory (p. 416)
- Informal Assessment of Comprehension Engagement on the Basic Reading Inventory at Middle-First Grade and Beyond (p. 417)
- Expert Noticing Observation Guide (p. 418)
- Class Summary Chart for the Basic Reading Inventory (p. 419)
- Rubric for Written Response (p. 420)

History of the Informal Reading Inventory

Historical Perspective
Emmett A. Betts: A Biographical Sketch

Annotated Bibliography

Informal Reading Inventories: An Annotated Bibliography of Research and Resources

Figures and Tables

Figures

1-1 Sample Student Copy of Graded Word Lists from Student Book; Sample Teacher Copy of Word Lists from Performance Booklet 15

1-2 Sample Student Copy of Graded Passage from Student Book; Sample Teacher Copies of Graded Passage and Comprehension Questions from Performance Booklet 16

2-1 Jeff's Performance on Two Graded Word Lists 25

2-2 Summary Sheet for Jeff's Performance on the Basic Reading Inventory 26

2-3 A Suggested Method for Recording a Student's Oral Reading Miscues 28

2-4 Retelling Evaluation Criteria 31

2-5 Jeff's Performance on a Graded Passage 33

2-6 Jeff's Performance on Comprehension Questions 34

2-7 Expert Noticing Video Observation Guide 38

2-8 Example of a One-Minute Timed Reading 41

2-9 Basic Reading Inventory Administration and Scoring Procedures 47

2-10 Rubric for Evaluating Students' Written Responses 48

3-1 Summary of Jeff's Performance on Form B of the Basic Reading Inventory 58

3-2 Summary of Bob's Performance on Form A of the Basic Reading Inventory 59

3-3 Summary of Pablo's Performance on Form A and Form D of the Basic Reading Inventory 60

3-4 Summary of Aaron's Performance on Form A of the Basic Reading Inventory 61

3-5 Summary of Hem's Performance on Form A of the Basic Reading Inventory 62

3-6 Practice Exercise to Determine Nick's Reading Levels 63

3-7 Practice Exercise to Determine Antonio's Reading Levels 64

3-8 Practice Exercise to Determine Corey's Reading Levels 65

3-9 Practice Exercise to Determine Marcus' Reading Levels 66

3-10 Practice Exercise to Determine Kyle's Reading Levels 67

4-1 Summary of Sam's Oral Reading Performance 71

4-2 Jeff's Miscue Tally and Reading Behavior on a Graded Passage 72

4-3 Sample Miscue Tally and Reading Behavior Summary Charts 73

4-4 System for the Qualitative Analysis of Miscues 74

4-5 Summary of Dan's Comprehension Performance in Oral Reading 81

4-6 Tony's Comprehension Performance in Oral Reading 82

4-7 Tony's Comprehension Performance in Oral and Silent Reading 83

4-8 Maria's Retelling Performance 86

4-9 Ethan's Oral Reading Rate 87

Tables

1.1 Code of Grade Levels for the Seven Forms of the Basic Reading Inventory 5

1.2 Uses of Basic Reading Inventory Forms 7

1.3 Core Areas from the National Reading Panel (NRP) Report Keyed to the Basic Reading Inventory (BRI) 8

2.1 Scoring Guide for Graded Word Lists 24

2.2 Scoring Guide for Words in Context for Forms A, B, C, D, and E 37

2.3 Scoring Guide for Comprehension 39

2.4 Data for Terell's Reading Rate 42

2.5 Oral Reading Norms for Students in Grades One through Eight 43

2.6 Mean Words Correct per Minute for Average Students in Grades One through Eight 44

2.7 Silent Reading Rates for Students in Various Grades Who Understand the Material 45

2.8 Data for Tom's Listening Level 46

4.1 Summary of Tony's Comprehension Performance in Oral and Silent Reading 83

4.2 Summary of Tony's Two-Level Comprehension Performance 84

4.3 Summary of Kendrick's Comprehension Engagement 85

4.4 Summary of Juan's Comprehension Engagement 85

6.1 Minimum Familiarity Percentages: Pre-Primer through Twelfth Grade 133

6.2 Number and Sex of Students in Basic Reading Inventory Alternate-Form Reliability Study 136

6.3 Basic Reading Inventory Word List Alternate-Form Reliability by Level 136

6.4 Basic Reading Inventory Word List Alternate-Form Reliability by Grade 137

6.5 Number of Students in Basic Reading Inventory Test-Retest Study 137

6.6 Basic Reading Inventory Word List Mean Test-Retest Differences in Alternate Forms 137

6.7 Third Grade Accuracy Alternate Forms Reliability (*N*=55) for the Basic Reading Inventory 138

6.8 Fourth Grade Accuracy Alternate Forms Reliability (*N*=50) for the Basic Reading Inventory 139

6.9 Fifth Grade Accuracy Alternate Forms Reliability (*N*=44) for the Basic Reading Inventory 139

6.10 Accuracy Test-Retest Reliability Pearson Correlations (*N*=35) for the Basic Reading Inventory 140

6.11 Accuracy and Fluency Pearson Correlations for the Basic Reading Inventory 140

6.12 DIBELS-ORF Pearson Correlations with the Basic Reading Inventory 140

6.13 Lexile Measures for the Seven Forms of the Basic Reading Inventory Passages for Grades Two through Twelve 141

6.14 Guided Reading Levels for Grades K–5 Passages 141

6.15 Student Demographics in Schools Used for Field Testing 142

6.16 Number of Students Involved in Fieldtesting Forms LL and LI 143

6.17 Readability Ratings for Form E 144