

Informal Reading Inventory Results

Date: 03/25/2022

SECTION I: Demographics

Teacher Name: Judah Burlingame
Student Name: Lily
Grade: 11

SECTION II: Context (5 points)

I administered the IRI to the student in my classroom during my prep period shortly after lunch. We were able to do it all in one setting. There was no one else in the room. I know the student fairly well and was able to tell before we started that she was uncomfortable. I assured her that the IRI was to help me teach her better and would have no impact on her grade. That eased her apprehension, and she was totally comfortable after that. She listened to directions well and did exactly what I asked. There were no distractions at the time of the administration of the IRI.

SECTION III: Assessment (5 points)

I used the Roe and Burns Informal Reading Inventory Eight Edition (2011). This IRI can be implemented fully in four steps. First, the student should read out loud words from a word list to determine the student's *placement level*. After the placement level has been determined, the teacher will administer reading passages at the appropriate level. The student should read one passage out loud and one passage silently, both followed by a group of questions to measure reading comprehension. The teacher can also read a selection to the student and ask questions to determine the student's listening comprehension. Teachers use the results of these assessments to determine best instructional practices.

I believe that this is a valuable tool to provide teachers with a better understanding of what their students are truly comprehending when reading a text selection. I am far from experienced in reading instruction, however, learning the process of how this tool is implemented and analyzing the results has made it clear to me that it can be most useful in selecting appropriate reading materials and instructional materials for students. The Roe and Burns IRI gives a quantitative and qualitative analysis of the results that can be shared with content teachers to help differentiate instruction in the general education setting.

SECTION IV: Results (15 points)

Summarize the results here – use the figures on pages 43-46 of your Roe and Burns text as a reference for completing each part. You can also refer to the specific component descriptions on pages 24-32.

1. Checklist of Reading Behaviors

(Place a [+] by areas that are strong and a [-] by areas that are weak.)

1. Reads in phrases ____ + ____
2. Reads with expression ____ - ____
3. Attends to punctuation ____ + ____
4. Pronounces words correctly ____ - ____
5. Sounds out unfamiliar words ____ + ____
6. Uses structure clues, when available, to recognize unfamiliar words ____ - ____

7. Uses context clues ___ + ___
8. Makes strategic attempts to recognize unfamiliar words (applies word recognition skills flexibly)
9. ~~Keeps~~ keeps place in material being read ___ + ___
10. Shows few signs of tension when reading ___ + ___
11. Holds book at appropriate distance from face when reading ___ + ___
12. Self-corrects errors without prompting ___ + ___

2. Worksheet for Qualitative Analysis of Uncorrected Miscues in Context

(Include mispronunciations, substitutions, insertions, omissions and reversals)

Passage	Type of Miscue	Expected Response	Unexpected Response	Graphic Similarity	Syntactic Acceptability	Semantic Acceptability
7	Insertion	----	The	----	Yes	Yes
7	Mispronunciation	Sable	Stable	Yes	Yes	Yes
7	Mispronunciation	Became	Become	Yes	Yes	Yes
7	Omission	Consisting	----	----	No	No
7	Omission	When	----	----	No	No
7	Substitution	A	And	Yes	Yes	No
7	Mispronunciation	Bit	Bite	Yes	Yes	Yes
7	Mispronunciation	Biologists	Biogists	Yes	No	No

3. Forms Used:

Word Lists, Form ___ List 1;7 ___

Oral Passages, Form ___ A7 ___

Silent Passages, Form ___ x ___

Listening Comprehension, Form ___ x ___

4. Performance Levels (Compare Summary Table to table 1.1 on page 3 of Roe and Burns text)

*Performance Levels Based on Full Inventory (Oral & Silent)**

* Don't complete this section if only oral or silent reading is measured.

Independent ___ Instructional ___ Frustration ___ Listening Comprehension ___

and/or

Performance Levels Based on Oral Passages:

Independent ___ 6 ___ Instructional ___ 7 ___ Frustration ___ 8 ___ Listening Comprehension ___ X ___

and/or

Performance Levels Based on Silent Passages:

Independent ___ Instructional ___ Frustration ___ Listening Comprehension ___

5. Rate of Reading:

High _____

Average X _____

Low _____

6. Performance Level Based on Graded Word Lists:Placement 7 _____ Independent 6 _____ Instructional 7 _____ Frustration 8 _____**7. Types of Miscues in Context (Use Figure 2-8 to help with this; use all tests – not just independent level)**

	Mispronunciation	Substitution	Insertion	Omission	Reversal	Repetition	Refusal to Pronounce	Row Totals
Total	4	1	1	2				8
Meaning Changed	1	1		2				4
Self-Corrected	1							1

8. Comprehension Skill Analysis Chart (Do this throughout the entire process/all tests – not just independent level)

Skill	Number of Questions	Number of Errors	Percentage of Errors
Main Idea	1	0	0%
Detail	4	3	75%
Sequence	1	0	0%
Cause and Effect	1	1	100%
Inference	2	0	0%
Vocabulary	2	0	0%

9. Summary Table of Percentages (use data from *all* administered tests)

Level	Word Recognition	Oral Comprehension	Silent Comprehension	Average Comprehension	Listening Comprehension
PP					
P					
1					
2					
3					
4					
5					
6					
7	95%	65%	--	65%	--
8					
9					
10					
11					
12					

10. Summary of Strengths and Weaknesses in Word Recognition:

Lily's word recognition is at about a 7th grade level. She was able to orally read a passage with a 95% word recognition rate. This is what we would call the instructional level of reading. Level 7 is where we would like to target our instruction for Lily to continue her reading growth. She is quite strong when it

comes to attempting words she does not recognize and can usually sound out the word she doesn't recognize. Lily is also very good at continuing when she meets an obstacle such as a word she doesn't recognize or a phrasing that is confusing. Her most common errors were in mispronunciation of words.

11. Summary of Strengths and Weaknesses in Comprehension:

Whereas word recognition was a relative strength for Lily, comprehension is a weakness for her. Her word recognition score was 95% while her comprehension score was only 65%. I believe that Lily has learned to pronounce words she is not familiar with, but she focuses more on the pronunciation than she does on the flow of the story. She particularly struggled with remembering details from the reading passage. She was strong, however, in making inferences, recognizing vocabulary words, and sequencing.

SECTION V: Knowledge of the Learner (10 points)

Based on the results of the inventory, Lily is very good at taking healthy risks in areas where she may not have experience. It is a good sign that she is willing to try and fail at new tasks. She understands her limitations but is willing to push those limitations for growth. Her biggest weakness is in her reading comprehension. I believe that she has learned to "fake it until you make it", which has made her word recognition much higher than her comprehension. I would like to know more information about her personal reading areas of interest so that reading selections could be recommended to her that she would enjoy and be able to read at an independent level. This information could be attained by speaking with her and her teachers about areas of interest.

I learned that Lily does not like to read for private enjoyment but is open to reading for academic purposes. She stated to me that she understands the importance of learning new skills and wants to learn more real-world relevant information in school.

SECTION VI: Suggested Teaching Strategy (10 points)

The evidence-based reading strategy that I will use to work with Lily is to teach her about question-answer relationships, or QARs (Klingner et al., 2015). This strategy is meant to be used after reading a passage and is particularly useful for "students who struggle to answer teacher-generated or end-of-chapter-type questions" (Klingner et al., 2015, p. 87). I will teach Lily to identify which QAR question type is being asked. The QAR question types are *Right There*, *Think and Search*, and *The Author and You*. If Lily can identify which type of question she is being asked, she will be better able to use the information she has read and find the answer easier in the text. I chose this strategy because Lily's primary area for growth was in reading comprehension.

I will be offering reading support primarily in the regular education classroom setting, but I will initially teach her this strategy independently away from other students. I will instruct the special education para to help reinforce the strategy. I believe it will take several days of independent practice for Lily to learn the strategy well enough to implement on her own. We will practice twice a week for about 20 minutes until she has a good grasp on the strategy.

I will be using informational texts relevant to the social studies content area, specifically history. We will use both primary and secondary sources connected to the content we are learning about in my Modern History class with teacher generated questions. I will monitor her progress by keeping track of the percentage of questions she accurately answers and by informally surveying her afterwards about how often she was actively using the QAR strategy.

References

Klingner, J. K., Vaughn, S., & Boardman, A. (2015). *Teaching reading comprehension to students with learning disabilities* (2nd ed.). The Guilford Press.

Roe, B. D., & Burns, P. C. (2011). *Informal reading inventory: Preprimer to twelfth grade* (8th ed.). Wadsworth, Cengage Learning.