

READING COMPREHENSION

**Additional assessments in basic reading
and comprehension will be found in the
MAPs section at the end of this book**

LOWER CORE

INFORMAL READING INVENTORY

WHAT?

The Informal Reading Inventory (IRI) is a tool for observing and analyzing reading performance and for gathering information about how a student uses a wide range of reading strategies.

This assessment measures the child's ability to:

- predict
- read with accuracy
- use efficient and multiple strategies to problem-solve unknown words
- read fluently with phrasing and expression
- understand what has been read at the literal and interpretive levels
- integrate the three cueing systems of meaning, language structure, and visual information (phonics).

WHY?

The Informal Reading Inventory (IRI) provides the teacher with an opportunity to observe each child individually while engaged in the task of reading. The teacher can analyze strengths and weaknesses, document the strategies the child uses while reading, and evaluate fluency, word recognition skills and comprehension. This information can be used to determine each child's instructional reading level.

HOW?

Administration

The IRI is individually administered and contains graded selections and questions to assess comprehension. Begin with an appropriate passage based on teacher judgment. Follow the instructions for the IRI being used.

Scoring and Analysis

The IRI is scored based on:

- reading comprehension
 - reading fluency (review rubric prior to administering an IRI)
- oral reading accuracy.

Based on student competency, teacher judgment is used to determine whether it is appropriate to move to a higher level or discontinue testing.

Refer to Informal Reading Inventory (IRI) protocols available from Literacy Specialist.

CORE

COMPREHENSION

WHAT?

Comprehension has come to be viewed as “the essence of reading” (Durkin, 1993). Reading comprehension is not a passive, receptive process but an active one that engages the reader. Reading is intentional thinking during which meaning is constructed through interactions between text and reader. Meaning resides in the intentional, problem solving, thinking processes of the reader that occur during an interchange with a text.

WHY?

Comprehension is critically important to the development of children’s reading skills and therefore their ability to obtain an education.

HOW?

Refer to the MAPs test. Further comprehension tests are under development.

NARRATIVE RETELLING RUBRIC

6-Exceptional

- Includes all major events sequentially, most supporting details, and a theme statement
- Includes setting details, characters, and character traits
- Vocabulary and sentence structure match or exceed those in the selection
- Shows a high degree of coherence and completeness; has a “richness” or “liveliness”... a “knowing” of the selection
- May personalize retelling; may evaluate, make comparisons, offer alternate endings, or support own hypothesis

5-Strong

- Includes all major events sequentially, many support details, and a theme statement
- Includes setting, characters, and character traits
- Vocabulary and sentence structures are slightly simpler than the selection
- Shows a high degree of coherence and completeness; an understanding of the selection
- May add personal views on events, actions, or outcomes and may explain them; may offer alternatives for solutions

4-Capable

- Includes most major events, many in order, some supporting details; may include a theme statement or state a major problem
- Includes setting and main characters; may mention character traits
- Vocabulary and sentence structures are slightly simpler than the selection
- Shows adequate coherence and completeness; a good summary
- May give personal comments about the selection or a part of the selection

3-Developing

- Includes most major events, though not necessarily in order; some supporting details; may attempt a theme statement
- Includes setting and one or more characters
- Vocabulary and sentence structures are simpler than the selection; some vocabulary appears borrowed from the text; may add meaningful elaboration which was not in the selection
- Shows adequate coherence; a sketch
- May give personal comments about a part of the selection

2-Limited

- Includes a few major events and little supporting detail; may include some irrelevant supplementations
- Includes one or more characters
- Vocabulary and sentence structures are simpler than the selection
- Shows some degree of coherence, little completeness; a partial sketch

1-Emergent

- Includes few events, little or no supporting details
- Includes a character
- Sentence fragments, listing, some “hemming and hawing” and repeating may occur; there may be gaps in time between parts of the retelling
- A low degree of coherence; incomplete; meager attempt

0-No Response

- There (very rarely) may be no observable attempt

LOWER CORE

LISTENING COMPREHENSION

WHAT?

Listening comprehension provides an indication of the level of oral comprehension a student has the *potential* of reaching.

WHY?

If a student cannot comprehend during the reading of a Running Record or IRI, a passage read to the student can be used to provide information as to their level of listening comprehension.

HOW?

Administration

Begin by using the passage that reached the “too hard” level criteria for your student in reading. Read the passage to the student. Ask the student to listen carefully because you are going to ask him/her some questions after the passage has been read. Ask each of the questions provided for the passage.

Scoring and Analysis

A score of 75% correct is adequate. Continue reading higher level passages until the students falls below the 75% criteria.