

Task #2
INFORMAL READING INVENTORY (IRI)
GUIDELINES
(As adapted from QRI-II)

OPPORTUNITY TASK: TPE 1
PRACTICE TASK: TPEs 3, 4, 5

DUE DATE: 10-19-2020

POINTS: 20

*****Please submit the 1-3 page report (step 3) electronically. You may need to take photos of the supporting documents to be able to submit those electronically.**

This fieldwork exercise gives you the opportunity to create and administer a comprehensive reading assessment tool, to examine a text from your content area, and to continue to better understand the specific needs of English Language Learners.

Step One: Creating an IRI: After studying the example (Diamonds), create a comprehensive reading assessment tool (IRI) using an excerpt from the primary textbook of the classroom in which you are observing (your coach's class).

Preparing to Read

Conceptual-Questions Task

- Create three to four concept questions strongly connected to comprehension of the passage to learn about the students' prior knowledge of the subject. The content of the questions should represent the topic of the selection (e.g., Mayan mathematics, plane geometry, scientific notation, etc.), or who the selection is about (Socrates, Abraham Lincoln, union workers, etc.). Determine what will represent a score of 0-3. These will be presented to the student to determine their prior knowledge regarding the topic BEFORE they read the excerpt.

Reading

Read Aloud

- Make a one-page copy of the selection that the student will read from. If it doesn't have one already, give a title to the piece. To the extent possible use a "self-contained" excerpt as that will help the student's comprehension.
- Create a double-spaced copy of the text excerpt that you can use to mark miscues. Typing one phrase per line makes the reading easier to mark.

Checking Comprehension

- Retelling
 - Create a retelling score sheet. List the main ideas and supporting details in the order that they appear in the excerpt. Make a space to the left of each of these for scoring purposes. (Once you have re-typed the excerpt for marking miscues, it is simple to reorganize the text in this way.)
- Questions
 - Create a list of ten Comprehension Questions. Include two types of questions: *explicit* questions have answers that are stated directly in the

text; for *implicit* questions, the reader must use clues in the passage to make inferences in order to answer correctly. Do not alert students to which questions are explicit vs. implicit. However, you should make note as to which are of each type, and discuss the differences between the two in your reflective write-up.

Step Two: Administering and Scoring the IRI: Administer your reading assessment with **two** students from the class you are observing. Do not administer your assessment with a student who has identified learning disabilities, as this assessment is not appropriate for that use. However, one of the students should be an English Language Learner. After you have administered the assessment, score and analyze each student's responses.

Administering the Conceptual-Questions Task

Tell the student, "Before you read, I want to know what you already know about some ideas in the text. I will ask you a few questions to find out." Write down the important parts of the student's response. Then verbally ask the concept questions and record their responses.

Scoring the Conceptual-Questions Task

(See attached *Scoring the Concept-Questions Task*)

Read Aloud: Procedures and Scoring

- For purposes of determining accuracy of meaning, count the number of words in your selection.
- Accuracy v. Acceptability

Marking miscues

Ask the teacher to help you select two students who doesn't mind reading aloud. Tell each student that this reading is to help *you* and has no bearing on her/his grades at all. If the student doesn't want to participate, find another student to work with.

As the student reads aloud, mark any miscues s/he makes on your copy. Do not mark repetitions or hesitations. Ask the student to read aloud and "just do your best. If you come to a word you don't know, you may guess or skip it. I'm not allowed to give you any help." If possible, make an audio-recording so that you can re-check your marking later.

Counting miscues

It is possible to count miscues in two ways. If the examiner counts all miscues, the measure is called "total accuracy." If the examiner counts only those miscues that change or distort the meaning of the passage, the measure is called "total acceptability." You will find the Total Acceptability of your student's miscues because it is a better predictor of instructional level comprehension. However it is easier and more reliable to *mark* every miscue, then count only those that change the meaning later.

Evaluating miscues

Acceptable miscues are those that do not change or distort the meaning of the passage. A meaning change miscue is any deviation from the printed text that results in an ungrammatical sentence or in a grammatical sentence that differs from the author's intended meaning. This includes:

- Insertions
- Omissions
- Substitutions

If the student self-corrects a miscue, it is not counted as changing meaning.

If a student mispronounces a proper name, it does not count as a meaning change, unless it may lead to confusion. For example, "Mary" for "Maria" does not count as a miscue, but "Mark" for "Maria" might, depending upon the characters in the reading. A non-word substitution for a common proper name is not counted as a meaning change miscue if the student *consistently* uses the same non-word.

If a student consistently makes the same miscue on the same word and it changes meaning, you should count each miscue separately.

In order to judge whether a miscue results in a meaning change, you should read the miscue in the context of the sentence (and selection). If it is ungrammatical, it is automatically scored as a meaning change. If it is grammatical, you will have to decide whether it is semantically synonymous with what the author meant.

Highlight the miscues that you judge to be meaning change miscues. Count the total number of meaning change miscues. Subtract that number from the total number of words in the passage. Divide the new number by the total number of words in the passage to derive a percent Total Acceptability.

Total Acceptability

Independent Level: 98% word accuracy

Instructional Level: 95% to 97% word accuracy

Frustration Level: less than 94% word accuracy

Comprehension: Procedures and Scoring

- Retelling

After the student finishes reading the selection, ask the student to turn the page over, and "tell what was in the reading as if you were talking to someone who had never read or heard about it before." After the student finishes retelling, ask if there is anything else s/he would like to say. If the student says s/he can't remember anything, remind her/him of the title of the selection and ask if s/he can remember anything the author wrote about that topic.

As the student recalls ideas from the selection, place a check mark on the line next to that idea. Synonyms and paraphrases are acceptable. The final decision regarding acceptability rests with you.

While the retelling is not used to determine reading level, it provides valuable information with implications for instruction. Respond to the following questions:

- Does the retelling retain the main idea and supporting detail structure of the selection? Is the most important information included?
- Are the retellings sequential?
- Is the recall accurate?

- Questions

After the student has retold to the best of his or her ability, ask and score the comprehension questions. Ask the question out loud and write down the student's response. The student may now refer to the passage. Take note of where in the passage the student is referencing in their answers to both explicit and implicit responses.

Score the questions without giving half points. Give credit for any answer that includes the same information in different words.

If the question is an explicit question, the answer *must* come from the passage. You cannot count as correct an answer that comes from prior knowledge. Only score as correct information that comes directly from the selection.

An implicit question cannot be considered correct if the answer does not relate to a clue in the passage. Again, if the answer comes only from prior knowledge, do not count it as correct.

The following criteria determine level designations for comprehension:

- Independent Level: 9-10 correct
- Instructional Level: 7-8 correct
- Frustration Level: 0-6 correct

Step Three: Interpreting & Reporting: Write a brief report (1-3 pages) that 1) summarizes and interprets the student's scores. What level is this text for this student? What are the implications for instruction? Also 2) summarize what you have learned from this assignment that will help you in planning reading assignments and employing strategies in your own content area. The information and questions in the boxes should be addressed.

For the full packet, please attach a copy of the elements listed on the rubric as appendices.

In class Discussion/Debrief with Content-Coach:

- Discuss Progress and/or Debrief IRI (Task 2)
 - What insights did you gain from the IRI?
 - How else can you use data to inform you about students?
 - What technologies can assist you with data to learn about students?
 - What technologies are used at the coach's site for communication with parents?