

INFORMAL READING ASSESSMENT ADMINISTRATION AND ANALYSIS GUIDELINES

Student's Name _____

Examiner's Name _____

Grade Level _____

Date(s) of Testing _____

STUDENT'S READING LEVELS		
Mode of Reading	Independent Level	Instructional Level
Oral Reading		
Silent Reading		
Combined Reading Level		
Student's Language Level		
Major Area of Strength		
Major Area of Instructional Need		

	Oral Reading Passages IND, INST, or FRUS				Silent Reading Passages IND, INST, or, FRUS			Listening Level IND, INST, or FRUS
Level	Word Recognition Accuracy	Comprehension	Rate + or C	Oral Reading Level	Comprehension	Rate + or C	Silent Reading Level	Comprehension
PreP								
Primer								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

Jennings Informal Assessment
Directions for Administration and Analysis

General Directions

It will take you 2-3 50 minute periods to administer the *Jennings Informal Reading Assessment*. You will need the following materials:

Copy of the Student IRI	Pencil
Word List Teacher Protocols	Tape Recorder
Passages Teacher Protocols	Audiotape
Watch with a second hand or a stopwatch	

Procedures:

- I. Administering and Scoring Word Lists**
- II. Administering and Scoring Oral Passages**
- III. Administering and Scoring Silent Reading Passages**
- IV. Obtaining a Combined Reading Level**
- V. Obtaining Language/listening Levels**
- VI. Determining Major Area of Instructional Need**
- VII. Analyzing Word Recognition**
- VIII. Analyzing Comprehension**

Abbreviations used:

IND = Independent
INS = Instructional
FRUS = Frustrational

I. ADMINISTERING AND SCORING WORD LISTS

To begin the IRI, turn on the tape recorder and administer the word lists. For primary level students, begin with the Preprimer level. For intermediate and older students, use your judgment to decide whether you should begin with the Preprimer level or with the list two levels below the student's grade level. The protocol is divided into columns to record responses to both the Timed Presentation (for automatic recognition) and the Untimed Presentation (for hesitations or words analyzed). First, present the words in a timed presentation of 2-second exposures and ask the student to say them. If the student misses a word or does not provide an immediate response, let him or her look at the word without time constraints **immediately**. In the appropriate column, write the student's responses as:

- If a word is recognized instantly, write **+** in the *Timed Presentation* column.
- If there is no response, write **NR** in the *Timed Presentation* column and let the student look at the word without time constraints.
- If a student says, "I don't know" or indicates with a gesture that she or he does not know the word, write **DK** in the *Timed Presentation* column and let the student look at the word without time constraints.
- If a student hesitates, write **H** in the *Timed Presentation* column and let the student look at the word without time constraints.
- If the student mispronounces a word or makes a substitution for a word, write what he or she said in the *Timed Presentation* and expose the word without time constraints. Follow similar procedures for the *Untimed Presentation*. If the student attempts to sound out the word, write what the student says (spelled phonetically).

At each level, count all of the words correct for the Timed Presentation and the total (# of correct responses from the *Timed Presentation* column + # of correct responses from the *Untimed Presentation* column). To determine the percent of correct responses, multiply the total of each column by 4, and enter the totals in the table below. Stop when the student achieves less than 60% (misses 11 or more words) correct on the *Timed* score. Begin the oral reading passages at the highest level on which the student scores at least 90% (no more than 2 miscues) on the *Timed Presentation*.

Determining Scores for Word Lists			
Levels Tested	% Correct Timed Responses	% Total Correct Responses [Combined Timed + Untimed]	Difference % Total Correct C % Correct in Timed Presentation
Average			

Based on the results of the *Word Lists*, you should have the student begin reading oral passages at the highest level on which the student achieved 90% or above on the *Timed Presentation*. At which level should you have this student begin reading oral passages?

What is the average difference between the percentage of correct responses in the *Total Presentation* and the *Timed Presentation*?

Differences of 20% or more suggest that students are effectively using phonics principles and structural analysis skills to recognize unfamiliar words.

II. ADMINISTERING AND SCORING ORAL PASSAGES

Begin with the highest level at which your student scored 90% or more correct on the **Timed** Word List. (If your student appears very nervous, you might want to administer the passage at the Preprimer level, just as a warm up.) Here are the steps in administration:

1. Turn on the recorder.
2. Ask your student the background question; write the answer and put a + or - in the appropriate column.
3. Tell your student s/he will read some stories out loud and then answer questions about them.
4. Read the prompt.
5. Give the Student Book to the student and ask him/her to read the title and passage orally.
6. Time the reading in seconds. Do not include the title reading in the timing.
7. Record miscues as the student reads. Write down *all* deviations from the text.
 - care** Substitutions/mispronunciations should be written above the word. Underline the word
 - car** missed. If a student repeatedly substitutes the same word for a missed word, count it as one error.
 - ←²** Repeated words are recorded with lines and arrows written below the repeated word or words. Multiple repetitions are indicated by a number: ←²
 - Omissions are circled. Omissions may consist of entire words or portions of words. Multiple words or entire lines of text omitted consecutively count as one error.
 - ^** Indicate insertions by writing the inserted words or punctuation above a caret.
 - H** For words pronounced correctly but with hesitations, write an H above the word.
 - SC** If a student self-corrects a miscue, write SC above the corrected word.
 - If a student ignores punctuation, circle the punctuation missed but do not count in error total.
 - ✓** Use a check to indicate aid. Avoid giving aid; you should ask the student to skip words instead.
 - SO** If a student sounds out a word, write SO above the word but do not count in error total.
 - ^** If a student transposes two or more words, insert the transposition symbol between the words.
8. Remove the passage; record seconds, excluding the time used reading the title.
9. Ask the comprehension questions, probing if you are undecided whether or not the students' response is correct. Probe by saying, Can you tell me more about that? If the answer is correct, put a + beside the expected response and circle or highlight the response on the protocol. If the response is incorrect, put a – beside the response and write the student's response in the appropriate column on the protocol. You may give half credit for the student's responses.
10. Make sure you get a *complete* recording of miscues by listening to your tape a few times.
11. Count errors. Count as errors *only* substitutions, insertions, omissions, and aids. Repetitions and self-corrections are recorded but not counted. If a student inserts several words, or skips several words consecutively, this is still only one error.
12. Record results.

Continue testing on higher level passages until you find the student's Independent, Instructional, and Frustrational levels. You may also have to backtrack. If you are not sure a student's performance on a level is frustrational, try to test higher, but *do not exhaust the student by testing several frustration levels.*

Summarizing Oral Reading Results

Enter the scores from each passage in the table on page 4.

Indicate + or **C** in the Background Knowledge and Rate columns. Indicate the student's level for the Word Recognition and Comprehension columns (IND, INS, or FRUS). Use the following criteria to decide a summary Passage Level (IND, INS, or FRUS) for the student:

IND: word recognition **and** comprehension *both* at the Independent Level and Fluency/Rate is Adequate (+)

INST: word recognition **and** comprehension *both* at least Instructional Level and Fluency/Rate is Adequate (+)

FRUS: word recognition **or** comprehension at the Frustrational Level **or** Fluency/Rate is Inadequate (C)

ORAL READING RESULTS						
Level	Background Knowledge + or -	Word Recognition Accuracy		Comprehension Questions	Fluency/Rate	Passage Level
		%	IND/INST/FRUS	(IND/INST/FRUS)	+ or -	(IND/INST/FRUS)

Background Knowledge is for information only. It is not considered in determining the student's reading level.

Determining Oral Reading Levels

ORAL READING LEVELS		
Level of Competence	Criteria	Passage Level
Independent Level	The highest level at which all components are at IND level	
Instructional Level	The highest level at which all are at least at an INST level	
Frustrational Level	The lowest level at which any component is at FRUS level	

Note that the Instructional Level is always just below the Frustrational Level. It is possible for a student to have no Instructional or Independent Level. Also, the Independent and Instructional Levels may be the same. However, the Frustrational Level will not be the same as either of these levels.

Adjustments:

Include any adjustments you recommend in determining the student's oral reading levels and substantiate your recommendation. *For example, if a distraction occurred during testing that extended the student's reading time beyond the acceptable rate, you would indicate that the time was not valid and should not be considered in determining the student's level.*

III: ADMINISTERING AND SCORING SILENT READING PASSAGES

Start the silent passages one level *below* the student's oral independent reading level. Here are the steps in administration:

1. Turn on the tape recorder.
2. Ask your student the background question; write the answer and indicate + or — in the appropriate column.
3. Tell your student she/he will read stories silently and then answer questions about them.
4. Read the prompt.
5. Give the Student Book to the student and ask him/her to read silently and to look up when she or he is finished
6. Time the reading in seconds.
7. Remove the passage.
8. Ask the comprehension questions, probing if you are undecided whether or not the students' response is correct. Probe by saying, "Can you tell me more about that?" If the answer is correct, put a + beside the expected response and circle the response on the protocol. If the response is incorrect, put a — beside the response and write the student's response in the appropriate column on the protocol. You may give half credit for responses.
9. Ask your student to tell the story to you, just as she/he would tell it to a person who had never read it. Indicate the appropriate points for your student's responses on your protocol.
10. Record results.
11. Continue testing other passages, as necessary.

Summarizing Silent Reading Results

Enter the scores from each passage in the table below.

Indicate + or C in the Background Knowledge and Rate columns. Indicate the student's level for the Comprehension column (IND, INST, or FRUS).

Use the following criteria to decide a summary Silent Reading Passage Level (IND, INST, or FRUS) for the student:

IND: comprehension is at the Independent Level and Fluency/Rate is Adequate (+)

INST: comprehension is at least at the Instructional Level and Fluency/Rate is Adequate (+)

FRUS: comprehension is at the Frustrational Level **or** Fluency/Rate is Inadequate (—)

SILENT READING RESULTS				
Level	Background Knowledge + or C	Comprehension (IND/INST/FRUS)	Fluency/Rate + or C	Passage Level (IND/INST/FRUS)

Background Knowledge is for information only. It is not considered in determining the student's reading level.

Determining Silent Reading Levels

To determine the student's silent reading levels, use the following criteria:

SILENT READING LEVELS		
Level of Competence	Criteria	Passage Level
Independent Level	The highest level at which both components are at IND level	
Instructional Level	The highest level at which both components are at INST level	
Frustrational Level	The lowest level at which either component is at FRUS level	

Adjustments you recommend in determining the student's silent reading levels and substantiation.

IV. OBTAINING THE COMBINED READING LEVEL

The combined, or overall, reading level is the lower of the oral instructional level or silent instructional level.

COMBINED INSTRUCTIONAL READING LEVEL	
Oral Instructional Level	
Silent Instructional Level	
Combined Instructional Level	

Is oral or silent reading better, or are they equal?

V. OBTAINING LANGUAGE/LISTENING LEVEL

Determining the Listening Level

To determine the student's Language Level, have the student listen to passages that are at his or her reading Frustrational Levels. **Do not include passages that the student has read successfully at an Independent or Instructional Level.** Begin reading the passages to the student at his or her **higher** Frustrational Level and ask the comprehension questions. Write a + for correct responses and a C for incorrect the responses to questions in the *Listening* column on the protocol. You do not need to write out the exact answers. Continue reading until the student is at a frustrational listening level. Determine an Instructional Level for comprehension and record it on the table below.

Highest Oral Instructional Level: _____ Highest Silent Instructional Level: _____

Beginning Level for Listening Task: _____ Passages Used for Listening: Oral ____ Silent ____

LISTENING COMPREHENSION LEVEL	
Level	Listening Comprehension (IND/INST/FRUS)

Determining the Language Level

The Language Level is the level at which the student can understand the vocabulary and concepts presented. It is determined by comparing the student's higher Reading Instructional Level and his/her Listening Instructional Level.

LANGUAGE LEVEL	
Higher Instructional Reading Level	
Listening Instructional Level	
Language Level (higher of two levels above)	

Is the Listening Level higher than the Reading Level?

If yes, how much higher is the Listening Level than the Reading Level?

Is the Language Level at or above the student's grade level?

VI: DETERMINING MAJOR AREA OF INSTRUCTIONAL NEED

One of the most important decisions to make about a reader is whether the major area of instructional need is in *word recognition* or *comprehension*. Characteristics of the student's performance on the reading passages will help you to decide this. Circle **Yes** or **No** in the appropriate column below:

MAJOR AREA OF INSTRUCTIONAL NEED		
Questions to Consider	Word Rec Weaker if...	Comp Weaker if...
For the oral passages, is either word recognition or rate frustrational at the lowest Frustrational Level?	Yes	No
For the oral passages, is comprehension the <i>only</i> component that is frustrational at the reading Frustrational Level?	No	Yes
Is the student's Listening Level higher than his or her higher Instructional Reading Level?	Yes	No

Based on the answers above, is the major area of instructional need word recognition or comprehension?

Comments:

Do you have a "Mixed" case?

At times, students with word recognition problems also have problems with comprehension and students with comprehension problems also have problems with word recognition.

Word recognition cases often involve some comprehension problems if the student's listening level is below grade level

Comprehension cases often involve some word recognition weaknesses if the student's oral reading is halting or disfluent as exhibited by frequent repetitions, hesitations, or attempts to "sound out" unfamiliar words.

Major area of instructional need:

Is this a mixed case?

If yes, what makes you think so?

Estimating the Impact of the Major Area of Instructional Need in Mixed Cases

If you have a mixed case, estimate the percentage of the problem contributed by the **major** area:

51% 60% 70% 80% 90% 100%

A. Analysis of Word Lists

[illegible]

Structural elements commonly missed:

B. Analysis of Passages

This analysis will help you determine the strategies used by the student to recognize unfamiliar words. Choose about 25 miscues from the passage, starting with the Instructional Levels and continuing to the Frustrational and Independent Levels, if necessary. Do not include repetitions or self corrections. Analyze each miscue as follows:

- *Use of context:* If the miscue results in a meaningful sentence, place a + in the column. If the miscue results in the sentence's **not** making sense, place a — in the column.
- *Use of phonics:* If the miscue retains at least 2 sounds of original base word, put a + in the column; if not, put a — in the column. If the miscue is an omission or insertion, leave the column blank.
- *Function words:* If the word missed is a function word put a — in the column. For all other kinds of words, leave the space blank.
- *Use of syllabication:* If the student's response retains the same number of syllables as the target word, place a + in the column; if the number of syllables is not the same, put a — in the column.
- *Use of structural analysis:* If a prefix, suffix, contraction, or compound word was missed, put a — in the column. If the correct prefix or suffix was used, put a + in the column. If there are no prefixes or suffixes in the word, leave the column blank.
- If an item in a column does not apply, leave the cell blank.

[illegible]

C. How the Student Recognizes Unfamiliar Words in Passages

1. Strengths

Student's Use of Context Clues		
$\frac{\text{# of pluses from } \textit{Context Used} \text{ column}}{\text{Total \# of pluses and minuses in } \textit{Context Used} \text{ column}}$	Multiplied by 100	= Percent of times student used context clues effectively
$\frac{\quad}{\quad} / \frac{\quad}{\quad}$	X 100	$\quad\%$

Student's Use of Phonics Clues		
$\frac{\text{Total \# of pluses in } \textit{Phonics Used} \text{ column}}{\text{Total \# of pluses and minuses in } \textit{Phonics Used} \text{ Column}}$	Multiplied by 100	= Percent of times student used phonics
$\frac{\quad}{\quad} / \frac{\quad}{\quad}$	X 100	$\quad\%$

Student's Use of Syllabication Clues		
$\frac{\text{Total \# of pluses in } \textit{\# Syllables} \text{ column}}{\text{Total \# of pluses and minuses in } \textit{\# Syllables} \text{ column}}$	Multiplied by 100	= Percent of times student said the same \# of syllables
$\frac{\quad}{\quad} / \frac{\quad}{\quad}$	X 100	= $\quad\%$

2. Problems Encountered in Word Recognition

Student's Problems with Function Words		
$\frac{\text{\# of minuses in } \textit{Function Words} \text{ column}}{\text{total \# of miscues on all textual words}}$	Multiplied by 100	= % of times student misses words due to not recognizing function words
$\frac{\quad}{\quad} / \frac{\quad}{\quad}$	X 100	$\quad\%$

Student's Problems Using Structural Analysis		
$\frac{\text{\# of minuses in } \textit{Structural Analysis} \text{ column}}{\text{total \# of miscues}}$	Multiplied by 100	= % of times student misses words due to problems with structural analysis
$\frac{\quad}{\quad} / \frac{\quad}{\quad}$	X 100	$\quad\%$

Summary of Word Recognition Components

Now consider the student's combined strategies for identifying words. Use information gathered in both the word list and the miscues from the oral reading passages. To determine your student's areas of strength and instructional need, apply the following criteria to his or her reading by circling the appropriate responses below.

Word Recognition Sight/Fluency		
Questions to Consider	Sight/Fluency Weak if . . .	Sight/Fluency Strong if . . .
Are reading rates low in oral and silent passages?	Yes	No
Does student sound out a considerable number of words in oral reading?	Yes	No
Does student repeat and self-correct frequently in oral reading?	Yes	No
Is oral reading slow and halting?	Yes	No
Are 20% or more of the miscues function words?	Yes	No

Is sight/fluency relatively strong, weak, or moderate? Why? Support your statement with criteria above.

Word Recognition Accuracy in Context		
Questions to Consider	Context Use Weak if . . .	Context Use Strong if . . .
Do more than 60% of miscues result in meaningful sentences?	No	Yes
Are there few attempts to self-correct based on meaning during oral reading?	Yes	No
Is there less than a 10% difference between words known in context and total miscues from word lists?	Yes	No

Is the student's use of context relatively strong, weak, or moderate? Why? Support your statement with criteria above.

Application of Word Analysis Principles			
Questions to Consider		Word Analysis Weak if . . .	Word Analysis Strong if . . .
Phonics Principles	Are more than 50% of the miscues graphophonemically similar?	No	Yes
	Does the student make few attempts to sound out words?	Yes	No
Syllabication Clues	Do at least 80% of the student's miscues have the same number of syllables as in the target word?	No	Yes
Structural Analysis	Do more than 20% of the miscues include errors in prefixes or suffixes?	Yes	No

Use the tables on pages 9 and 10 to identify the phonics elements missed in the target words. List the items missed in the appropriate columns below. If the student missed the same element more than once, indicate the number of times the element was missed as presented in the example: *ch*/3

Phonics Principles									
Initial Consonants	Final Consonants	Medial Consonants	Consonant Digraphs	Consonant Blends	Short Vowels	Long Vowel Patterns	R-controlled Vowels	Vowels Digraphs	Vowel Diphthongs

Is knowledge of phonics relatively strong, weak, or moderate? Why? What specific elements need to be learned?

Is structural analysis relatively strong, weak, or moderate? Why?

What specific elements need to be learned as determined by examining the prefixes and suffixes missed on the word list and in the passage reading?

SUMMARY OF WORD RECOGNITION STRATEGIES			
Components	Relatively Strong	Moderate	Relatively Weak
Sight/fluency			
Context			
Phonics			
Syllabication			
Structural Analysis			

VIII. ANALYZING COMPREHENSION

Background Knowledge: In answering the background knowledge questions in the passages at the student's grade level, was background adequate?

Silent and Oral Reading: Was the silent instructional reading level or the oral instructional reading level higher, or were they the same?

Literal Versus Inferential Comprehension: In the table below, add the number of literal comprehension questions answered correctly from the *Question Analysis* table after each passage read for oral and silent reading as well as listening. Then add the number of literal questions asked. Repeat for inferential comprehension questions. Calculate the percent correct for both question types and compare them.

ANALYSIS OF RESPONSES TO COMPREHENSION QUESTIONS			
Literal Questions	$\frac{\text{Total \# Questions Correct}}{\text{Total \# Questions Asked}}$	Multiplied by 100	= % of Literal Questions student answered correctly
	_____ / _____	X 100	_____ %
Inferential Questions	$\frac{\text{Total \# Questions Correct}}{\text{Total \# Questions Asked}}$	Multiplied by 100	= % of Inferential Questions student answered correctly
	_____ / _____	X 100	_____ %

What is the difference between the student's performance on literal questions and inferential questions?

A 10% difference between the student's performance on the two types of questions is considered significant.

Was student's literal or inferential comprehension stronger?

ANALYSIS OF RETELLING AND STORY STRUCTURE				
Levels Read	Responses to Questions IND, INST, or FRUS	Retelling IND, INST, FRUS	Stronger Mode of Response	
			Questions	Retelling

Is this student's performance stronger in answering questions or retelling passages? What implications can be derived from this? How does this compare to the difference between the student's responses to literal and inferential questions?

Vocabulary: Find 10 words from the instructional or frustrational level that the student missed. Pronounce these words for him/her and ask him/her to define each or use it in a sentence. Write the results in the table below:

ORAL VOCABULARY DEVELOPMENT		
Words Presented	Defined or Used Appropriately	
	Yes	No

If a student can use four or fewer words effectively, this is an indication that his/her meaning vocabulary level is not substantially higher than his/her reading level.

Is student' s oral vocabulary higher or lower than his/her reading vocabulary?

Conclusions about comprehension and language:

IX. Instructional Implications Based on Analysis of Informal Reading Inventory

Instructional Level

Instructional Need

X. What in-depth analysis should you do?