Task Description:

Administering the Basic Reading Inventory

**Step 1: Graded Reading Passages Selection**

The Basic Reading Inventory is usually administered three times during the academic year. You will administer this assessment only once for your case study.

- In the textbook *Basic Reading Inventory: Pre-Primer through Grade Twelve and Early Literacy Assessments, 11th Ed.*, read Part I, sections 1 (Overview) and 2 (Administering and scoring procedures), pages 3 to 56.

**Getting Started**

- If you do not have any previous information about the student’s reading level, begin the graded reading passages 1 grade level below the grade in which the student is enrolled.

- If you do have information about the student’s reading level, begin the graded reading passages at student’s instructional reading level.
  - Use the correlation chart to determine the BRI level to start with.
    - Example: If student had a level 50 on a previous assessment, start with the 5th grade passage.

- If student experience difficulty with the easiest passages and word lists in the BRI, use the informal measures in Part 3 to assess emergent reading behavior. For each measure, there are directions for you. In the textbook *Basic Reading Inventory: Pre-Primer through Grade Twelve and Early Literacy Assessments, 11th Ed.*, read Part 3, (alphabet knowledge, writing, literacy knowledge, wordless picture reading, auditory discrimination, phoneme segmentation and phoneme awareness - spelling), pages 370 to 391.
Administering the Graded Passages

1. Cover text except for title of the passage and have student read silently then predict what the passage might be about.

2. Prompt the student to read passage aloud.

3. As the student reads, record miscues the student makes: substitutions, omissions, insertions, etc.

4. When oral reading is finished prompt the student to read the passage silently and that you will ask questions about the passage.

5. When student finishes reading, cover text and ask the 10 comprehension questions.

6. Continue giving reading passages until frustration is found in context and/or comprehension.
   - If frustration is found on the first passage, then have the student read the passage one grade level lower. Continue until you find the Instructional level.
   - If student is independent or instructional on the first passage, then administer passage at next grade level. Continue until you find frustration in word recognition and/or comprehension.

Step 2: Analyzing Results

The purpose of analyzing is to determine the student’s independent, instructional and frustration reading levels.
In the textbook *Basic Reading Inventory: Pre-Primer through Grade Twelve and Early Literacy Assessments, 11th Ed.*, read Part I, sections 3 (Determining the Student's Three Reading Levels), pages 57-68.

Both reading accuracy (word recognition) and comprehension need to be scored.

**Word Recognition**

1. Record all the miscues in the appropriate columns.

2. Find the *significant miscues* by reviewing each miscue and determine if it affects comprehension or changes the meaning of the passage.

3. Record significant miscues at the last column (Meaning Change—significant miscues).

4. Total the number of significant miscues at the box provided at the bottom of the column.

5. Look at the Word Recognition Scoring Guide (box at bottom left hand corner of page) to find the level.

6. Repeat this process with each passage administered.

**Comprehension Questions**

1. Count the number of questions missed.

2. Use the Scoring Guide for Comprehension (located at bottom of page) to determine student’s reading level.

   **NOTE:** When determining the instructional reading level, comprehension should not be below 70%.
3. Repeat this process with each passage administered.

**Step 3: Recording Information**

- The summary sheet needs to be kept with your records during the year.
- The same sheet will be used for the beginning and end of the year to report the BRI information.
- The summary sheets will be collected at the end of each school year. *This procedure has not been determined, but you will be informed as soon as guidelines are in place.*

**Basic Reading Inventory Summary Sheet**

1. Complete student information at top of sheet
2. Fill out form and date of assessment
3. Record results from the graded passages in all columns and grade levels administered:
   - Significant miscues/Level
   - Questions missed/Level/%correct
4. Record Independent, Instructional and Frustration levels
5. Use the MNPS correlation chart to report the **Instructional** reading level
6. Write any comments/observations you observe about the student

**Step 4: Instructional Uses of Inventory Results**

- In the textbook *Basic Reading Inventory: Pre-Primer through Grade Twelve and Early Literacy Assessments, 11th Ed.*, read Part I, sections 4 (Instructional uses of Inventory results) and 5 (Targeted interventions for Reading Difficulties), pages 117 to 130.
1. After reading the above sections, reread the result of your BRI and determine what instructional strategies and/or targeted interventions for reading difficulties will be necessary to help the student master the lacking reading skills in each of the reading components.

2. Type your analysis. Make sure it also includes answers to the following questions:
   
a. Does the sentence the reader finally produces make sense in the story or article (semantic acceptability)? How do you know?

b. Does the sentence the reader finally produces sound like language (syntactic acceptability)? How do you know?

c. Do the miscues in the sentence change the meaning of the story/book/article and to what degree?

d. Do the reader's substitution miscues show that the reader is using phonics or graphophonic knowledge (graphophonic cueing system)? How do you know?

Finally, using the information from your analysis, type a report including your results, analysis of the results, a synthesis of implications based on the results as well as goals and learning activities to meet the student's perceived instructional needs. Save the document in a PDF format and upload it to Blackboard.