



Case Study #2

John (Pseudonym)
Fifth Grade Student
Ten Years, Eight Months of Age

Testing Materials

This case study represents a very detailed analysis of test data by three very experienced test administrators. The detail you include in your analysis will reflect the purposes for which you are using the CRI. We are not suggesting that every reader's performance will be or even should be analyzed in the same detail. We are merely illustrating the depth of analysis that is possible through the use of the CRI.

Student Interview, Grades 5–12

Name: John Grade: 5 Date: 11/15 Examiner: _____

1. What kinds of things do you like to do when you're not in school?
I ride bikes with my friends, I play video games and I surf the web to find out all about the Eagles, the Phillies and the Flyers.
2. How about reading? (If reader does not volunteer the information, probe for how often, what kinds of materials, topics of interest, where materials are obtained, etc.)
I don't like to read schoolbooks but I am good reading on the web.
3. How do you think you do with reading in school? What about writing?
I'm not good. I go to reading class. I'm not good (at writing).
4. What have you read recently for enjoyment? For school? Did you find them enjoyable? Were they easy for you to understand?
Just on the web and the newspapers about sports. I don't like to read books. I have to read what the teacher gives as homework.
5. What is the hardest part about reading?
The big words are hard.
6. What are the best and worst things about school?
I don't really like school.
7. Is writing hard or easy for you? What do you think makes it that way?
It's hard. I can't spell a lot of the words.
8. Are you on any clubs or teams at school? Do you have any hobbies? Do you have a job?
We play after school; I'm a good first baseman and I'm good at hockey.
9. How are your grades in school? Do you have any concerns with any subjects?
Not good.
10. Have you ever thought about what kind of job you'd like to have when you're older?
I'd really like to be like my Dad but he had to go to college to be an accountant; I don't think I want to go to college.
11. Is there anything else that you'd like to share about yourself?
No.

Parent/Guardian Interview

Name: John Grade: 5 Date: 11/15 Examiner: _____

1. What made you think that it would be a good idea for John (student's name) to be tested at this time?
When we found out that he had acted out in class, it's not like him.
2. How is John doing in school, particularly in reading?
He has always had trouble with reading. We didn't expect that because when he was younger, we couldn't read enough to him. He loved books.
3. What kind of reading does John do at home?
Really none . . . only what we do with him for school.
4. How would you characterize John's:
 - a. Ability - *he's very quick figuring out how things work; he's also very insightful in sports games. The only problem area has been academics.*
 - b. Attitude - *it's not been good because he's had difficulty reading, right from the start.*
 - c. Interests - *he loves sports, video games and TV.*
 - d. Needs - *that's primarily reading; what's amazing is that he has great success finding out all about sports in magazines and on the computer.*
 - e. Behavior - *up until this past month, he's never been a problem. The concerns we've heard were in reference to his lack of motivation.*
5. What would you say is the major reason for John's school performance?
He's always had a difficult time reading, specifically sounding words out.
6. How long has he/she had this difficulty?
Right from the first grade on.
7. What kinds of help has he/she gotten so far?
He's worked with the reading teacher all through school.
8. What are you currently doing at home to help John ?
We do homework with him and we help him read the books he has to do for homework. They are the only books he reads now. It's sad, both my husband and I love to read and I think that's how he started loving books.
9. Is there anything else you think might be helpful for you to do?
I used to ask whether John could have more stories to read. But I guess he can't do comprehension until he learns how to read all the words.
10. What is the school or the teacher doing this year to help John ?
The same as always, working with the reading teacher.
11. What else do you think would be helpful for the school or teacher to do?
I'm getting worried that he is starting to get frustrated with failure; he's always gotten along with his classmates. We can't figure out what triggered this recent outburst. We do want to get to the bottom of it so we can help him.

Teacher Interview

Name: John Grade: 5 Date: 11/15 Examiner: _____

1. What would you say are the greatest needs in reading of the class you have this year?
John's group works primarily with word recognition skills.
2. Could you describe for me a typical reading/language arts period in your classroom (this should include time spent, materials used, methods, grouping techniques).
We only have 30 to 35 minutes for our group and I have the list of words his classroom teacher gives me and we work on those first. Then we use the skills book for practice applying phonics and syllabication rules.
3. How does John (student's name) generally react to your instruction?
He's pretty good with taking turns; my only concern is that he seems to have no desire to learn.
4. What would you say is the greatest emphasis in your comprehension instruction and assessment? *If response is unclear, you may follow up with:* Do you tend to emphasize recall of information, student response to the text, or both equally?
His teacher has him in a group and they have to focus on the details; you can't do all the inferencing questions until they have the story down.
5. How would you characterize _____ John's:
 - a. Ability - *I have no idea about his real ability; he doesn't seem like a dull student. He just has real problems with reading and writing.*
 - b. Attitude - *he seems to have no desire to read or write*
 - c. Interests - *he loves sports and he's a very good athlete.*
 - d. Needs - *his word recognition abilities*
 - e. Behavior - *in reading group, he's been good. It wasn't like him to get involved in that fight.*
6. What kinds of activities or strategies have you tried specifically with _____ John? What seems to work best? What doesn't seem to be working?
As I said, I use words that his classroom teacher gives me and I use skills books. That usually takes up the time we have.
7. What do you know about the type of support _____ John gets at home?
His parents are extremely supportive; they have supported us since we started working with him in first grade.
8. If there were one thing that you could recommend that you think would help _____ John, what would it be?
I would love to help him succeed but we haven't been successful.

Word Lists: Examiner's Copy

First Grade

	Flash	Untimed
1. family	_____	_____
2. hear	_____	_____
3. school	_____	_____
4. hard	_____	_____
5. feet	_____	_____
6. taken	_____	_____
7. fishing	_____	_____
8. blue	_____	_____
9. before	_____	_____
10. children	_____	_____
11. waited*	_____	_____
12. puppy*	_____	_____
13. every*	_____	_____
14. someone*	_____	_____
15. goods*	_____	_____
16. found*	_____	_____
17. cheese*	_____	_____
18. would*	_____	_____
19. silly*	_____	_____
20. sorry*	_____	_____

Score	<u> </u> / 20	<u> </u> / 20
	<u> </u> %	<u> </u> %

Second Grade

	Flash	Untimed
1. teacher	+ _____	_____
2. clean	+ _____	_____
3. remember	+ _____	_____
4. horse	+ _____	_____
5. anyone	+ _____	_____
6. birthday	+ _____	_____
7. garden	+ _____	_____
8. street	+ _____	_____
9. guess	+ _____	_____
10. pretty	+ _____	_____
11. fastest*	+ _____	_____
12. against*	+ _____	_____
13. animal*	+ _____	_____
14. excited*	+ _____	_____
15. laughing*	+ _____	_____
16. together*	+ _____	_____
17. camp*	+ _____	_____
18. still*	+ _____	_____
19. finish*	+ _____	_____
20. word*	+ _____	_____

Score	<u>20</u> / 20	<u>20</u> / 20
	<u>100</u> %	<u>100</u> %

Word Lists: Examiner's Copy

Third Grade

	Flash	Untimed
1. enter	<u>either</u>	<u>+</u>
2. change	<u>+</u>	<u> </u>
3. lesson	<u>+</u>	<u> </u>
4. think	<u>+</u>	<u> </u>
5. music	<u>+</u>	<u> </u>
6. trust	<u>+</u>	<u> </u>
7. human	<u>+</u>	<u> </u>
8. pencil	<u>+</u>	<u> </u>
9. mail	<u>+</u>	<u> </u>
10. phone	<u>+</u>	<u> </u>
11. kitchen*	<u>+</u>	<u> </u>
12. interested*	<u>interest</u>	<u>+</u>
13. wildly*	<u>+</u>	<u> </u>
14. breakfast*	<u>+</u>	<u> </u>
15. fence*	<u>+</u>	<u> </u>
16. toward*	<u>to-ward</u>	<u>to-ward</u>
17. season*	<u>+</u>	<u> </u>
18. nervous*	<u>+</u>	<u> </u>
19. caught*	<u>+</u>	<u> </u>
20. wrong*	<u>+</u>	<u> </u>

Score 17/20 19/20
85 % 95 %

Fourth Grade

	Flash	Untimed
1. doesn't	<u>+</u>	<u> </u>
2. concern	<u>+</u>	<u> </u>
3. sample	<u>sam...</u>	<u>+</u>
4. official	<u>off...</u>	<u>off-ic-al</u>
5. given	<u>+</u>	<u> </u>
6. present	<u>+</u>	<u> </u>
7. decorate	<u>de-sore</u>	<u>de-sore-ate</u>
8. windshield	<u>win...</u>	<u>+</u>
9. exercise	<u>ex...</u>	<u>+</u>
10. finish	<u>+</u>	<u> </u>
11. science*	<u>+</u>	<u> </u>
12. nothing*	<u>+</u>	<u> </u>
13. eager*	<u>ea-ger</u>	<u>+</u>
14. irritated*	<u>i-ra...</u>	<u>i-ri-la-ted</u>
15. clutter*	<u>+</u>	<u> </u>
16. disappoint*	<u>+</u>	<u> </u>
17. range*	<u>ran-gee</u>	<u>ran-gee</u>
18. dashed*	<u>+</u>	<u> </u>
19. flown*	<u>+</u>	<u> </u>
20. chores*	<u>e-roop</u>	<u>e-roop-shun</u>

Score 11/20 15/20
55 % 75 %

SECOND GRADE I: THE RACE

Reader's copy on p. 40 of the Reader's Passages

Introductory Statement: "Would you read this passage about two cats who race each other (to yourself/out loud). When you are finished, I'll take away the passage. Then I'll ask you to tell me about what you read and what you think of it. After that, I'll ask you some questions about the passage."

Story

TP

(Spencer) was the fastest animal in the jungle. All of the other animals knew it. Spencer made sure of that. He would say, "No one can beat me! You are all too afraid to race!" It was true. No one wanted to race/against Spencer. He always won. Then he would brag even more.

One day another family of cats moved in. Spencer ran to the new family. He said, "I'm the fastest animal in the jungle. Do you want to race?" The father said, "No, thank you. But maybe our/daughter Annie will race with you." Annie smiled and said, "Yes. I'd love to race." Soon the two cats were running for/the finish line. Spencer was winning/as always. But Annie was very fast. She raced past him and/crossed the finish line first.

The other animals/cheered in surprise. But Spencer cried, "I want another/chance!" They raced again and again. But the result was still the same. There was a new/champion in the jungle and her name was Annie.

All the animals came over to talk to Annie. But Spencer went away angry. Annie was a little sad. She hoped that Spencer would be her friend. "Well, at least we won't have to listen to him brag again," said the fox. The next day Spencer was back. The first thing he said was, "I can jump higher than anybody in the jungle! No one can beat me!" The other animals/groaned and rolled their eyes. Nothing had changed after all. (256 words)

Scoring Miscues for Oral Reading Option

Mark all scoreable miscues by placing either a plus (for those that maintain meaning) or a zero (for those that violate meaning) in the text margin.

Reading Accuracy Index: 97 %

Total all miscues marked with pluses **and** zeros and enter the corresponding percentage from the Miscue Chart.

Meaning Maintenance Index: 100 %

Total **only** miscues marked with zeros and enter the corresponding percentage from the Miscue Chart.

Miscue Chart (if used for oral reading)

Miscues	%	Miscues	%	Miscues	%
1	100	13	95	25	90
2	99	14	95	26	90
3	99	15	94	27	89
4	98	16	94	28	89
5	98	17	93	29	89
6	98	18	93	30	88
7	97	19	93	31	88
8	97	20	92	32	88
9	96	21	92	33	87
10	96	22	91	34	87
11	96	23	91	35	86
12	95	24	91	36	86

Student Retelling

Examiner: "Tell me about what you just read and what you thought about it."

If there is no spontaneous response, repeat the request, "Tell me what you thought about the passage."

Note: Use the Retelling Rubric on p. 126 to assess the child's retelling performance. If you need additional space for retelling responses, use a separate sheet of paper.

The animals didn't like Spencer because he was always wanting to race them because he knew he'd win. That's why they didn't like him. Then when he wants to race the new family he thought he'd win again but Annie beat him and he gets real mad. They thought he'd stop bragging but then he said, "I can jump higher than everyone." Everybody rolled their eyes. I liked that story because Annie beat him!

[Examiner: Tell me what you thought about the passage.]

I liked it when Annie beat Spencer because he was always bragging and nobody could ever beat him. That's why he was always bragging. Then Annie beats him and he should have learned his lesson but he didn't.

RETELLING RUBRIC: NARRATIVE

Place a 0, 1/2, or + to score student responses. See page 80 for information on what these assessment measures mean.

Story Structure:

- + 1. **Key Characters and Setting:** Spencer, other animals, and Annie who moved into jungle.
- + 2. **Character's Problem or Goal:** Spencer wants to be able to brag about his abilities.
- 3. **Problem-Solving or Goal-Meeting Process:**
 - + • Spencer brags and gets others to race with him so that he can brag more.
 - + • Annie moves in and Spencer races with her.
 - + • Spencer loses the race.
 - 1/2 • Spencer walks away angrily and Annie is sad because she had wanted a friend.
 - + • Spencer returns the next day and brags about jumping.
- + 4. **Personal Response:** Any well-supported positive or negative response to the characters or events in the story or to the story as a whole.

Retelling Score: 3.5

Comprehension Questions

- + 1. Why didn't any of the animals want to race against Spencer? (Must include both.)
Text-Based: He always won; he bragged after he won.
He won every race and bragged about it.
- + 2. What did the animals do when Annie won the race? (Must identify one.)
Text-Based: Cheered; talked with her.
She surprised them. [Examiner: What did they do?] They cheered for her.
- + 3. Why would Spencer want to race against Annie again?
Inference: He couldn't accept the fact that someone was faster; thought he could win.
He thought he could win the next time.

- + 4. Why did Annie agree to race against Spencer when no one else would?

Inference: She knew she was very fast; she probably knew she could beat him; she wanted to find a friend.

She thought she'd win but he was winning first.

- + 5. If Spencer went to a school for cats, what kind of student do you think he would be? Why?

Critical Response: Good—because he wants to be the best at everything; he would be willing to try again and again. Bad—because he can't stand it when someone else is better; he walks away when things get tough.

A bad one because he would irritate the other students and that would make school not nice for everyone in the class.

- + 6. What did Spencer do when he came back the next day?

Text-Based: Started bragging about something else; bragged that he could jump higher than anyone else.

He said he could jump higher than everybody.

- + 7. Do you think that this was the first time Annie had ever raced against anyone? Why or why not?

Inference: No—she smiled when Spencer challenged her; she probably knew she could beat him; her father knew that she was fast.

No—her parents must have saw her win so they told her to race.

- + 8. What did the other animals hope would happen after Spencer lost the race?

Text-Based: That Spencer would stop bragging.

That he'd stop bragging.

- + 9. Do you think it's a good idea for Annie to want Spencer to be her friend? Explain. (If the reader says that Spencer brags too much, ask, "How would that explain why Annie should not want him as a friend?")

Critical Response: Yes—they both like to run and they are both cats; she is new in the jungle and needs friends. No—he annoys everyone with his bragging; he is a sore loser; he does not care about other people's feelings.

No—in the beginning she didn't know that he was a sore loser but now she knows that and she's not going to be able to change him.

- + 10. If another new family moved into the jungle, do you think Spencer would ask them to race or not? Explain.

Critical Response: Yes—he did not seem to have learned anything; still bragged even after he lost. No—he has lost once; he may still brag but he didn't like to lose and he may not be as confident as he was once.

No—he wouldn't ask them to race because he now knows he's not the fastest but he'd ask them for a jumping contest; he already did that.

Comprehension Analysis:

Text-Based: 4/4

Inference: 3/3

Critical Response: 3/3

Total Comprehension %: 100%

SECOND GRADE II: THE ROLLER COASTER RIDE

Reader's copy on p. 41 of the Reader's Passages

Introductory Statement: "Would you read this passage about a ride on the roller coaster (to yourself/out loud). When you are finished, I'll take away the passage. Then I'll ask you to tell me about what you read and what you think of it. After that, I'll ask you some questions about the passage."

Story

Today it was finally Jessie's birthday. She jumped out of bed and called to her mom. "Mom, can you come here and see how tall I am?" She ran to the wall and waited. Mother marked the spot where Jessie had grown since her last birthday. "I made it!" shouted Jessie. "I'm tall enough to ride the roller coaster now!" On Saturday, Jessie, her mom, and Aunt Jane would go to the park. Then she could take her first ride!

Mom was too afraid to ride so Aunt Jane took Jessie to the line to wait their turn. Jessie and Aunt Jane jumped into a car and pulled the bar over their heads. Then they waited for the ride to start. "Let's get going," thought Jessie. Soon the ride started and Jessie was really excited. She felt very grown up. Then the car climbed higher and higher. It came down and went faster and faster. Jessie was so afraid that she thought she was going to die.

Jessie held Aunt Jane's arm. She covered her face and screamed. Jessie prayed that the ride would end. "Don't let me die," she prayed, "and I'll never ride a roller coaster again." Aunt Jane hugged Jessie. Jessie opened her eyes and she saw people laughing and screaming. Aunt Jane was laughing, too. They were all having fun.

The car slowed and then stopped. The ride was finally over. "Aunt Jane," said Jessie, "can we do it again?" (244 words)

Scoring Miscues for Oral Reading Option

Mark all scoreable miscues by placing either a plus (for those that maintain meaning) or a zero (for those that violate meaning) in the text margin.

Reading Accuracy Index: _____%

Total all miscues marked with pluses **and** zeros and enter the corresponding percentage from the Miscue Chart.

Meaning Maintenance Index: _____%

Total **only** miscues marked with zeros and enter the corresponding percentage from the Miscue Chart.

Miscue Chart (if used for oral reading)

Miscues	%	Miscues	%	Miscues	%
1	100	13	95	25	90
2	99	14	94	26	89
3	99	15	94	27	89
4	98	16	93	28	89
5	98	17	93	29	88
6	98	18	93	30	88
7	97	19	92	31	87
8	97	20	92	32	87
9	96	21	91	33	86
10	96	22	91	34	86
11	95	23	91	35	86
12	95	24	90	36	85

Student Retelling

Examiner: "Tell me about what you just read and what you thought about it."

If there is no spontaneous response, repeat the request, "Tell me what you thought about the passage."

Note: Use the Retelling Rubric on p. 129 to assess the child's retelling performance. If you need additional space for retelling responses, use a separate sheet of paper.

When Jessie asked her mom to measure her she found out she could ride the roller coaster but she had to do it with her aunt because her mother was afraid. But Jessie was afraid too; at the start of the ride she was scared and screaming and praying but then she wanted to take another ride. But she wanted her aunt to go with her. I think she was still too scared to ride by herself.

[Examiner: Tell me what you thought about the passage.]

I liked that Jessie stopped being real scared and now she's just a little scared to ride alone so she still wants her aunt with her but she probably won't be holding on and screaming so much on the next ride.

RETELLING RUBRIC: NARRATIVE

Place a 0, 1/2, or + to score student responses. See page 80 for information on what these assessment measures mean.

Story Structure:

- + 1. **Key Characters and Setting:** Jessie, Aunt Jane, and Mom at amusement park.
- + 2. **Character's Problem or Goal:** Jessie wants to be grown-up enough to ride the roller coaster.
- 3. **Problem-Solving or Goal-Meeting Process:**
 - + • Mother measures Jessie and finds she is tall enough to ride the roller coaster.
 - + • Aunt Jane goes with her on the ride.
 - + • Jessie becomes frightened and she promises she will never ride again.
 - 1/2 • She realizes that the ride is safe and fun.
 - + • She decides to go on the ride again.
- + 4. **Personal Response:** Any well-supported positive or negative response to the characters or events in the story or to the story as a whole.

Retelling Score: 3.5

- + 4. Why would Jessie want so much to ride the roller coaster?

Inference: Sign that she was growing up; was something she wasn't allowed to do before; she thought it would be fun; she did not know it would be scary.

She saw all the other kids riding; the kids bigger than she was; and they just kept getting back in line again.

- + 5. As Mom watched Jessie take her first roller coaster ride, do you think she felt more pride or more fear? Why?

Critical Response: Pride—Jessie was growing up; Jessie was not afraid to try something new. Fear—she was afraid that Jessie would be hurt or become frightened; she was thinking about her own fear of the roller coaster.

I think that she was proud of her for not being afraid because she probably wished that she wasn't afraid so she could have gone on with her daughter for her first ride.

Comprehension Questions

- + 1. Why did Jessie want her mother to see how tall she was?

Text-Based: Wanted to see if she was tall enough to ride the roller coaster.

That's how she'd know if she got big enough to ride.

- + 2. Why didn't Mom want to ride on the roller coaster with Jessie?

Text-Based: She was afraid of roller coasters.

Her Mom was afraid to ride.

- + 3. Do you think that Jessie had ever been to an amusement park before? Why?

Inference: Yes—she knew that she had to be a certain height to go on certain rides; must have seen a roller coaster at an amusement park before.

Yes—she probably stood by the marker and couldn't reach the line so they didn't let her on.

- + 6. How did Aunt Jane help Jessie during the ride?

Text-Based: Hugged her; held her close. She hugged her.

- + 7. Why did Jessie decide to ride the roller coaster again?

Inference: She wanted to have more fun; may have wanted to prove to herself that she wasn't afraid; made her feel grown-up; she ended up liking it.

She was scared but she still made it so she knew she'd make it again but she still wanted her aunt with her.

- + 8. What did Jessie do during the ride to help herself stop being afraid? (Must identify one.)

*Text-Based: Hugged Aunt Jane; saw others having fun; prayed; screamed out loud; closed her eyes; covered her face.
She prayed.*

- + 9. Do you think Jessie is a girl who thinks about what she's going to do or one who just rushes in without much thought? Explain.

Critical Response: Thinks—she planned for at least a year; she has been thinking about the roller coaster for a long time.

Rushes—she didn't see that the ride was scary; she couldn't wait for the ride to start.

Thinks about what she's going to do because she was having her mother see how tall she was because she knew that that's how you get to ride.

- + 10. Do you think the story would end the same way if Jessie took the ride with her mother instead of Aunt Jane? Explain.

Critical Response: No—her mother might have been afraid too and neither one would ever ride again. Yes—her mother probably would hide her fear for Jessie's sake.

Yes—because they would have made it too and the Mother probably knew that but she was still afraid anyway.

Comprehension Analysis:

Text-Based: 4/4

Inference: 3/3

Critical Response: 3/3

Total Comprehension %: 100%

THIRD GRADE I: THE FARM VACATION

Reader's copy on p. 43 of the Reader's Passages

Introductory Statement: "Would you read this passage about a boy's visit to a farm (to yourself/out loud). When you are finished, I'll take away the passage. Then I'll ask you to tell me about what you read and what you think of it. After that, I'll ask you some questions about the passage."

Story

+ It was five o'clock in the morning when David heard ^{hears} his grandfather call. David never got up this/early before but he didn't mind at all! He was ^{vis-iting} visiting his grandfather's farm for the first time and he/^{ez-}was excited. He had always wanted to be a farmer and now ^{ci-tied} he had ^a chance. Besides, Grandpa had ^{he the} horses too. ~~and~~ David looked/forward to learning how to ride.

When David ran into the kitchen, Grandfather said, "Eat a good breakfast, Dave. We've got a lot to do this morning. We'll start with the hay."

+ "Don't/^{ru-sh}rush him!" said Grandma. "Are you sure you want to work with Grandpa all day?" she asked David.

^I "Sure am!" said David. He/^{ju-läpt}gulped down his breakfast and dashed out to help load the hay wagon.

He never knew hay was so heavy.

+ "You finish up here while I/^{go}get the tractor. We've got some work to do in the garden," said Grandpa.

SC David walked over to the garden and ^{cli-bed}climbed on to the tractor. Up and down they drove, row after row, ^{touring}turning up the soil as they went. "Lunch time," said Grandpa when the sun was/overhead.

"When do the horses get fed?" David asked Grandma as he walked into the kitchen.

"Do you want to do that after lunch? You've worked so much already," said Grandma.

"Don't forget,^{the} honey," said Grandpa, "we've got + lots to do. That's how life is on the farm."

"That's OK," said David. "Maybe I better stay and help Grandpa."

After lunch, David worked under the hot sun, helping Grandpa/^{po-stö-les}dig postholes for a new fence. Then 0 David and Grandpa picked corn and brought it to their roadside stand. David was ^{tru-dying}trudging slowly back ^{to}toward 0 the house when Grandma called, "Do you want to feed the horses?"

David ran to the barn and helped to feed the ^{her}her + horses. "I wish I could ride you," he said to each one/as he ^{rüb-bed}rubbed its nose. "Maybe Grandpa will SC teach me!"

David fell asleep ^{TP}immediately that night but 0 when the sun rose the next morning, he was not/^{early}so eager to get up. He had the feeling that today would + be another day just like yesterday. As it turned out, he was right.

"Do you still want to be a farmer?" asked Grandfather at the end of the week. "I'm not ^{too}sure," David + ^{rep-lied}replied. "If the sun rose at ten o'clock and there 0 wasn't so much hard work, then maybe farming would be more fun." (417 words)

Scoring Miscues for Oral Reading Option

Mark all scoreable miscues by placing either a plus (for those that maintain meaning) or a zero (for those that violate meaning) in the text margin.

Reading Accuracy Index: 95 %

Total all miscues marked with pluses **and** zeros and enter the corresponding percentage from the Miscue Chart.

Meaning Maintenance Index: 98 %

Total **only** miscues marked with zeros and enter the corresponding percentage from the Miscue Chart.

Move \ over "his"

insert "+"

Miscue Chart (if used for oral reading)

Miscues	%	Miscues	%	Miscues	%	Miscues	%
1	100	13	97	25	94	37	91
2	100	14	97	26	94	38	91
3	99	15	96	27	94	39	91
4	99	16	96	28	93	40	90
5	99	17	96	29	93	41	90
6	99	18	96	30	93	42	90
7	98	19	95	31	93	43	90
8	98	20	95	32	92	44	89
9	98	21	95	33	92	45	89
10	98	22	95	34	92	46	89
11	97	23	94	35	92	47	89
12	97	24	94	36	91	48	88

Student Retelling

Examiner: "Tell me about what you just read and what you thought about it."

If there is no spontaneous response, repeat the request, "Tell me what you thought about the passage."

Note: Use the Retelling Rubric on p. 135 to assess the child's retelling performance. If you need additional space for retelling responses, use a separate sheet of paper.

David wanted to be like his Grandfather so he stayed with him at the farm. His best thing was the horses and he wanted his Grandfather to teach him how to ride.

[Examiner: Tell me what you thought about the passage.]

I liked how David liked horses.

RETELLING RUBRIC: NARRATIVE

Place a 0, 1/2, or + to score student responses. See page 80 for information on what these assessment measures mean.

Story Structure:

- + 1. **Key Characters and Setting:** David and his grandparents on the farm.
- 1/2 2. **Character's Problem or Goal:** David gets a chance to find out what it is like to be a farmer.
- 3. **Problem-Solving or Goal-Meeting Process:**
 - 1/2 • David wants to learn about farming and to ride horses.
 - 0 • Grandpa has him working hard but Grandma wants him to enjoy himself.
 - 0 • David decides to keep working with Grandpa.
 - 0 • David works hard all week.
 - 0 • David reconsiders his choice.
- 0 4. **Personal Response:** Any well-supported positive or negative response to the characters or events in the story or to the story as a whole.

Retelling Score: 1.0

Comprehension Questions

- + 1. Why was David excited about visiting the farm?
*Text-Based: He always wanted to be a farmer; wanted to ride the horses; it was his first time at the farm.
He always wanted to learn how to ride the horses.*
- 0 2. How did David feel about farming at the end of the week?
*Text-Based: He wasn't sure about it; he had changed his mind.
He still wanted to learn how to ride
[Examiner: But how did he feel about farming?] I don't remember.*
- 0 3. Do you think that David lived near his grandfather? Explain.
*Inference: Probably not—he was visiting the farm for the first time.
He probably did—a lot of kids live near their grandfathers. [Examiner: Was there anything in the story to help you think that?] I don't remember.*

0 4. Do you think that Grandma was happy about how David's first week at the farm was going? Explain.

Inference: Probably not—he was working very hard and having no fun; he should have been riding the horses.

She probably wanted him to be a farmer too so she was glad he was getting the chance.

(Missed point of Grandma's Concern)

+ 5. Do you think that Grandpa really wanted David to become a farmer? Why or why not?

Critical Response: Probably not—made him work very hard, possibly because he wanted David to understand how difficult farming was. Probably so—wanted him to understand everything about farming, including the hard work.

He probably did because he's a farmer so that's why he showed him how to learn to be a farmer and he'd probably be glad his grandson was like him.

+ 6. What did David want most from Grandpa?

Text-Based: To learn how to ride the horses; to learn about farming.

To teach him how to ride the horses.

0 7. Do you think that David ever got to ride the horses that week? Why?

Inference: Probably not; seemed that there was little time for play and Grandpa didn't appear too interested in seeing David ride the horses; other days were just like the first day.

Yes—he probably did because he wanted to do that and his Grandfather probably knew how so he'd teach him.

(Replies on prior knowledge and speculation)

0 8. Why did David change his mind at the end of the week? (Must identify one.)

Text-Based: Had to get up too early; there was too much hard work.

No—he still wanted to ride the horses.

(Ignores power of questions clue)

+ 9. Do you think David and his grandfather had a close relationship? Why or why not?

Critical Response: Yes—David cared for the grandfather; always helped him work even when he would rather ride the horses.

No—seemed that they did not talk very much; Grandfather was unaware that David wanted to ride the horses; didn't talk very much about farming.

Yes—because he wanted to be just like him so he must know him really good.

+ 10. Was Grandpa fair to expect David to do so much work that first week? Why?

Critical Response: No—he seemed to have one task right after another with no rest; it was his first time working on a farm.

Yes—David wanted to learn about the farming life; it would be dishonest to present it in any other way.

Yes—he wanted him to grow up to be like him so he had to know how to be a good farmer and that's what farmers do.

Comprehension Analysis:

Text-Based: 2/4

Inference: 0/3

Critical Response: 3/3

Total Comprehension %: 50%

THIRD GRADE II: THE CHAMPIONSHIP GAME

Reader’s copy on p. 45 of the Reader’s Passages

Introductory Statement: “Would you read this passage about an important baseball game (to yourself/out loud). When you are finished, I’ll take away the passage. Then I’ll ask you to tell me about what you read and what you think of it. After that, I’ll ask you some questions about the passage.”

Story

At the end of a long softball season, Jill’s team made it to the championship game. They would play against the top team in the league, the Ramblers. Before the game, the teams practiced throwing and catching the ball. As Jill watched her teammates, she knew that they would have a hard time winning. Three of the girls kept dropping the ball during practice and the team’s best pitcher was as awful as Jill had ever seen her. Jill thought that if her team was going to win, she would have to be the one to get the job done. Soon the coach called the players in to sing the national anthem. Jill thought to herself, “This is just like it will be when I get to the pros.” She knew the other players were nervous, but not her! She couldn’t wait to start the game.

Early in the game, Jill’s team took a 1–0 lead. Jill came up to bat with a runner on second base, but when she didn’t swing at the ball, the umpire called “Strike three!” She couldn’t believe that he would call such a terrible pitch a strike. She really wanted to say to him, “You just called strike three on Jill, the best player on the team.” By the third inning, Jill’s team was ahead 3–0 and the team was looking good. But Jill still didn’t have a hit. Her next time up, she hit the ball a long way and when the ball was caught, she blamed a gust of wind for taking away her home run.

Then the Ramblers scored four runs and took the lead. Soon Jill had her chance to be the star. Her team had two players on base but Jill had two strikes on her. Then she got the pitch she was looking for and she swung with all her might. She couldn’t believe that she missed it. Jill sat down, angry that the sun had gotten in her eyes at the wrong time. She just couldn’t see the ball. The next player up hit the ball to left field and scored the two runs that the team needed. When the game ended, Jill’s team had won 5–4. The team went wild, but Jill didn’t feel like celebrating. Even after the team picture, Jill felt terrible. It was her worst game all season and it was the biggest game of the season, too. She wished that she had done better in front of all those people. (418 words)

Scoring Miscues for Oral Reading Option

Mark all scoreable miscues by placing either a plus (for those that maintain meaning) or a zero (for those that violate meaning) in the text margin.

Reading Accuracy Index: _____%

Total all miscues marked with pluses and zeros and enter the corresponding percentage from the Miscue Chart.

Meaning Maintenance Index: _____%

Total only miscues marked with zeros and enter the corresponding percentage from the Miscue Chart.

Miscue Chart (if used for oral reading)

Miscues	%	Miscues	%	Miscues	%	Miscues	%
1	100	13	97	25	94	37	91
2	100	14	97	26	94	38	91
3	99	15	96	27	94	39	91
4	99	16	96	28	93	40	90
5	99	17	96	29	93	41	90
6	99	18	96	30	93	42	90
7	98	19	95	31	93	43	90
8	98	20	95	32	92	44	89
9	98	21	95	33	92	45	89
10	98	22	95	34	92	46	89
11	97	23	94	35	92	47	89
12	97	24	94	36	91	48	89

Student Retelling

Examiner: "Tell me about what you just read and what you thought about it."

If there is no spontaneous response, repeat the request, "Tell me what you thought about the passage."

Note: Use the Retelling Rubric on p. 138 to assess the child's retelling performance. If you need additional space for retelling responses, use a separate sheet of paper.

It's the story of how they won the championship game. Like in the game it was really a ball and they said it was a strike and the wind made the ball go out of bounds and that's why she felt bad. But they still won the game.

[Examiner: Tell me what you thought about the passage.]

Just what I said.

Comprehension Questions

- 0 1. Why didn't Jill think that her team was going to win the game? (Must identify one.)

Text-Based: Practice was going badly; three girls were dropping the ball often; pitcher was awful.

Because the other team was so good.

[Examiners: Do you remember anything about her team?] *I don't remember.*

- 0 2. Did the other players on the team feel the same way that Jill did about winning the championship? How do you know?

Text-Based: No—They were happy to win while Jill was disappointed in herself.

Yes—they all wanted to win but they knew the other team was good.

- 0 3. Do you think that Jill and her teammates were good friends or not? Why?

Inference: Probably not—she didn't seem to know their names; she didn't care too much about the team; she thought that they wouldn't play well.

Yes—they were on the same team.

(Missed focus of relationship)

- 0 4. How important to Jill was winning the championship game? What made you think that?

Inference: Not very important. She was more concerned that she didn't have a hit. When her team was losing she thought about herself, not winning the game.

Real important—she wanted to go to the pros when she grows up.

(Missed focus of specific game)

RETELLING RUBRIC: NARRATIVE

Place a 0, 1/2, or + to score student responses. See page 80 for information on what these assessment measures mean.

Story Structure:

- + 1. **Key Characters and Setting:** Jill and her team playing in the championship game.
- 0 2. **Character's Problem or Goal:** Jill wants to be the star of the game.
3. **Problem-Solving or Goal-Meeting Process:**
- 0 • Jill has no confidence that her team can win the game.
- 0 • Jill thinks she is better than the other players.
- 0 • She plays badly but makes excuses for it.
- + • Jill's team wins the championship.
- 0 • Even though her team wins, Jill is unhappy about her play.
- 0 4. **Personal Response:** Any well-supported positive or negative response to the characters or events in the story or to the story as a whole.

Retelling Score: 1.0

- + 5. Do you think that Jill has a chance of becoming a professional player? Why or why not?

Critical Response: No—won't work hard if she thinks everyone else is responsible when she doesn't play well; not a team player.

Yes—she is the best player on the team; everyone can have a bad game; she has the confidence she needs.

Yes—girls are starting to have professional sports too. [Examiner: What about Jill?] She's the best player of all so if she keeps up her talent she might make it.

- + 6. What reasons did Jill give for playing poorly in the game? (Must include two.)

Text-Based: She made excuses; blamed others or other things for her failures; blamed the umpire; blamed the wind; blamed the sun.

The umpire called the ball a strike.

- 0 7. Was Jill good at predicting how well her teammates would play? Explain.

Inference: Not very good; players that she thought would do poorly played well; the team won the game.

Yes—she thought they'd win and they did.

(Missed textual link with Jill's expectation)

- + 8. Why was Jill upset at the end of the game?

Text-Based: She played badly; she was embarrassed in front of the people; she wished she had played better.

She didn't have a good game and she felt bad.

- + 9. Do you think that Jill needs help from her coach? Why or why not?

Critical Response: Yes—she may not be as good as she thinks she is; she needs to stop making excuses and practice more; she needs to be more of a team player.

No—she is already the best player on the team.

Yes—if she wants to be a pro she'll need the coach to help her get better so she has better games.

- + 10. Why do you think that Jill didn't play as well as she thought she would in the big game?

Critical Response: May have been overconfident; big crowd may have bothered her; may have tried too hard to be the star; made excuses instead of trying harder.

She couldn't help it; the ball was called a strike and then the wind made her hit go out of bounds.

Comprehension Analysis:

Text-Based: 2/4

Inference: 0/3

Critical Response: 2/2

Total Comprehension %: 40%

FIFTH GRADE II: THE PLAYER

Reader's copy on p. 52 of the Reader's Passages

Introductory Statement: "Would you read this passage about a basketball player (to yourself/out loud). When you are finished, I'll take away the passage. Then I'll ask you to tell me about what you read and what you think of it. After that, I'll ask you some questions about the passage."

Story

Rasheed was excited to be playing on his first basketball team. He hadn't played much basketball but he had always been big and fast and a good athlete. But this time things were different. The first time he had the ball, Rasheed dribbled it off his foot and out of bounds. The next two times, a quicker player stole it away from him. Finally Rasheed had his first chance to shoot the ball but he missed everything, even the backboard. Soon his teammates stopped passing the ball to him, even when he was open under the basket. His team lost the game badly and Rasheed went home angry with his team and angry with basketball.

That night, Rasheed went to his father and told him that he wanted to quit the basketball team. "I'm no good at basketball and the team is no good either," he said.

"Well, if you want to quit, that's your decision," said Mr. Singer. "But I think if you really want to, you can become a whole lot better and so can your team. Maybe you shouldn't just do things that are easy for you." Rasheed had to think this one over. Rasheed knew that whenever his father said "It's your decision, but . . ." he really meant that he'd like Rasheed to think it over very carefully. Down deep, he knew that his father would be disappointed if he never even tried to become a better player.

Rasheed knew that his father wouldn't be much help at teaching him basketball but he had heard stories about their new neighbor, Mr. Armstrong, being named to the all-state team in high school. When Rasheed asked Mr. Armstrong if he could teach him basketball, Mr. Armstrong's eyes lit up. He said, "You stick with me, kid, and you'll be the best basketball player ever!" Rasheed laughed as the two of them took turns shooting baskets in Mr. Armstrong's back yard. But soon Rasheed was sweating and breathing hard as his new teacher put him through one basketball drill after another. Finally, Mr. Armstrong said, "Time to call it a day! But be here same time tomorrow and we'll do it again." Rasheed worked hard and even after just a few days, he could feel himself becoming more confident in his ability. When it was time for the next game, Rasheed scored eight points, grabbed five rebounds, and didn't lose the ball once. His team still lost the game, but his teammates couldn't believe how much better he had become.

After the game, Mr. Singer put his arm around his son and said, "I'm really proud of the decision you made, Rasheed. You worked awfully hard and it really showed."

"Thanks, Dad. Thanks for not letting me quit the team."

"Who told you that you couldn't quit? It wasn't me!"

Rasheed just smiled. (473 words)

Scoring Miscues for Oral Reading Option

Mark all scoreable miscues by placing either a plus (for those that maintain meaning) or a zero (for those that violate meaning) in the text margin.

Reading Accuracy Index: _____%

Total all miscues marked with pluses **and** zeros and enter the corresponding percentage from the Miscue Chart.

Meaning Maintenance Index: _____%

Total only miscues marked with zeros and enter the corresponding percentage from the Miscue Chart.

Miscue Chart (if used for oral reading)

Miscues	%	Miscues	%	Miscues	%	Miscues	%
1	100	19	96	37	92	55	89
2	100	20	96	38	92	56	88
3	99	21	96	39	92	57	88
4	99	22	95	40	92	58	88
5	99	23	95	41	91	59	88
6	99	24	95	42	91	60	87
7	99	25	95	43	91	61	87
8	98	26	95	44	91	62	87
9	98	27	94	45	90	63	87
10	98	28	94	46	90	64	86
11	98	29	94	47	90	65	86
12	97	30	94	48	90	66	86
13	97	31	93	49	90	67	86
14	97	32	93	50	89	68	86
15	97	33	93	51	89	69	85
16	97	34	93	52	89	70	85
17	96	35	93	53	89	71	85
18	96	36	92	54	89	72	85

Student Retelling

Examiner: "Tell me about what you just read and what you thought about it."

If there is no spontaneous response, repeat the request, "Tell me what you thought about the passage."

Note: Use the Retelling Rubric on p. 156 to assess the child's retelling performance. If you need additional space for retelling responses, use a separate sheet of paper.

Rasheed was in his first basketball game and he had a real bad game but he thought he'd have a good game so he thought he'd stop playing but his Dad didn't think that was a good idea. So Rasheed asked his neighbor who was Mr. Armstrong if he'd help him and they played real hard but they had lots of fun. Then when Rasheed played the next game he was really good and his Dad was proud of him because he didn't quit. Rasheed told his Dad that he helped him not quit and his Dad and Rasheed smiled because they were really both proud.

[Examiner: Tell me what you thought about the passage.]

I liked the part that Rasheed's neighbor helped him learn to play better even though it wasn't his son and they had so much fun. It was like practice turned out to be a lot of fun and staying with the team was something he and his Dad were proud about.

RETELLING RUBRIC: NARRATIVE

Place a 0, 1/2, or + to score student responses. See page 80 for information on what these assessment measures mean.

Story Structure:

- + 1. **Key Characters and Setting:** Rasheed, his father, Mr. Armstrong, and basketball team.
- + 2. **Character's Problem or Goal:** Rasheed must deal with his failure in basketball.
- 3. **Problem-Solving or Goal-Meeting Process:**
 - + • Rasheed tries to play basketball and fails.
 - + • He wants to quit the team but his father wants him to think about it.
 - + • Rasheed asks Mr. Armstrong to help him.
 - + • Mr. Armstrong and Rasheed work hard and Rasheed improves.
 - + • Rasheed's father is proud of him.
- + 4. **Personal Response:** Any well-supported positive or negative response to the characters or events in the story or to the story as a whole.

Retelling Score: 4.0

Comprehension Questions

- + 1. Why was Rasheed angry after his first game with the basketball team? (Must identify one.)

Text-Based: His teammates wouldn't pass the ball to him; he played badly; he was embarrassed.

He thought he'd play really good but he wasn't good.

- + 2. How do you know that Mr. Armstrong really wanted to help Rasheed become a better player? (Must identify one.)

Text-Based: His eyes lit up when Rasheed asked him; he worked with Rasheed night after night.

He practiced with him even though he wasn't his son and they had a lot of fun practicing.

- + 3. What kind of player was Rasheed expecting to be when he first started to play basketball? Why?

Inference: A good player; was always a good athlete and expected basketball to be easy. He thought he'd be very good. [Examiner: Could you tell me why] 'Cause he was good at all sports.

- + 4. Why do you think that Mr. Armstrong would spend so much time and energy on a neighbor's son?

Inference: Liked to share his knowledge of basketball; enjoyed spending time with Rasheed. Maybe his Dad worked late so that's why he asked Mr. Armstrong instead.

- + 5. Why would Rasheed's father think he should stay on the team, even if he wasn't very good?

Critical Response: His son shouldn't just quit and walk away; knew his son could be better if he tried; wanted him to learn about how to stick with something and learn. He probably knew that if he was willing to practice more and have somebody older help him that he'd be as good as he thought.

- + 6. Why didn't Rasheed quit when Mr. Armstrong made him work so hard on basketball drills?

Text-Based: He had fun; they laughed together; he was learning more about basketball. He was laughing with Mr. Armstrong—they had a lot of fun practicing

- + 7. At the end of the story, Rasheed's father insisted that he hadn't told his son that he could not quit the team. Why do you think he did that?

Inference: Wanted his son to know that he had made his own decision; didn't want to tell his son what to do; wanted to be sure Rasheed knew he was proud of the decision he made. He must have known him a lot before and he knew he liked him and would have fun with him.

- + 8. How did Rasheed's teammates react to him after the second game?

Text-Based: Surprised at his improvement. They saw he played good this time when he was real bad last time.

- + 9. Who do you think helped Rasheed more, Mr. Armstrong or his father? Explain.

Critical Response: Mr. Armstrong—gave him confidence; taught him the value of hard work. Father—let his son make his own decision; taught him to think carefully about what he did; gave his son good advice. Yes—they seemed like they talked a lot about a lot of things and he knew that he'd make a good decision and he did and he was proud of him.

+ 10. Do you think it would have been wrong if Rasheed had quit the team? Why or why not?

Critical Response: Yes—he really had not tried to improve; he would have disappointed his father. No—he was not getting better; his teammates did not help him; his teammates ignored him and the team played badly anyway.

Yes—he would be thinking he's a bad basketball player when he really was a good one and he would have missed all the fun he had with Mr. Armstrong and his Dad wouldn't be saying he's proud of him.

Comprehension Analysis:

Text-Based: 4/4

Inference: 3/3

Critical Response: 3/3

Total Comprehension %: 100%

Critical Reading Inventory—Recapitulation Record—Narrative Passages

Name John Grade 5th C.A. 10-8 Date of Testing 11/15 Examiner M. Examiner

Comprehending and Responding to Text

Level	Flash	Untimed	Context RAI	Oral Comp. %	Retelling Score	Oral-Text-Based	Oral-Inference	Oral-Critical	Silent Comp. %	Retelling Score	Silent-Text-Based	Silent-Inference	Silent-Critical	Average Oral + Silent	Listening Comp. %
Pre-Primer						/3	/3	/2			/3	/3	/2		
Primer						/3	/3	/2			/3	/3	/2		
1st						/3	/3	/2			/3	/3	/2		
2nd	100	100	97	100	3.5	4/4	3/3	3/3	100	3.5	4/4	3/3	3/3	100	
3rd	85	95	95	98	1.0	2/4	0/3	3/3	40	1.0	2/4	0/3	2/3	45	
4th	55	75				/4	/3	/3			/4	/3	/3		
5th Listening						4/4	3/3	3/3		4.0	/4	/3	/3		100
6th						/4	/3	/3			/4	/3	/3		
7th						/4	/3	/3			/4	/3	/3		
8th															
9th															
10th															
11th															
12th															

Level One Numerical Interpretation

Level	Highest Independent Level <u>2nd grade</u>				Highest Instructional Level <u>Not obtained</u>				Frustration Level <u>3rd grade</u>			
Word List and Misc Analysis	Flash <u>100</u>	Untimed <u>100</u>	RAI <u>97</u>	Nonwords <u>1</u>	Flash <u>85</u>	Untimed <u>95</u>	RAI <u>95</u>	Nonwords <u>7</u>	Flash <u>85</u>	Untimed <u>95</u>	RAI <u>95</u>	Nonwords <u>7</u>
	MMI <u>100</u>	SC <u>2</u>			MMI <u>98</u>	SC <u>2</u>			MMI <u>98</u>	SC <u>2</u>		
	Oral: <u>100</u>	Comp. % <u>100</u>	Retelling <u>3.5</u>		Oral: <u>50</u>	Comp. % <u>40</u>	Retelling <u>1.0</u>		Oral: <u>50</u>	Comp. % <u>40</u>	Retelling <u>1.0</u>	
Comprehension and Retelling Scores	Silent: <u>100</u>		<u>3.5</u>		Silent: <u>40</u>		<u>1.0</u>		Silent: <u>40</u>		<u>1.0</u>	
	Average: <u>100</u>		<u>3.5</u>		Average: <u>45</u>		<u>1.0</u>		Average: <u>45</u>		<u>1.0</u>	
	Oral comp. % <u>100</u>		MMI <u>100</u>		Oral comp. % <u>50</u>		MMI <u>98</u>		Oral comp. % <u>50</u>		MMI <u>98</u>	
Oral Comprehension, Fluency, and MMI	Oral <u>4/4</u>		Silent <u>4/4</u>		Oral <u>2/4</u>		Silent <u>2/4</u>		Oral <u>2/4</u>		Silent <u>2/4</u>	
	Inference: <u>3/3</u>		Inference: <u>3/3</u>		Inference: <u>0/3</u>		Inference: <u>0/3</u>		Inference: <u>0/3</u>		Inference: <u>0/3</u>	
	Critical: <u>3/3</u>		Critical: <u>3/3</u>		Critical: <u>3/3</u>		Critical: <u>3/3</u>		Critical: <u>3/3</u>		Critical: <u>3/3</u>	
Question Type	Oral <u>4/4</u>		Silent <u>4/4</u>		Oral <u>2/4</u>		Silent <u>2/4</u>		Oral <u>2/4</u>		Silent <u>2/4</u>	
	Inference: <u>3/3</u>		Inference: <u>3/3</u>		Inference: <u>0/3</u>		Inference: <u>0/3</u>		Inference: <u>0/3</u>		Inference: <u>0/3</u>	
	Critical: <u>3/3</u>		Critical: <u>3/3</u>		Critical: <u>3/3</u>		Critical: <u>3/3</u>		Critical: <u>3/3</u>		Critical: <u>3/3</u>	

This form is an example of a Narrative Recapitulation Record available electronically for Windows users at www.prenhall.com/readinginventory/scoringassistant.

Critical Reading Inventory—Recapitulation Record—Narrative Passages

Student John Grade 5th Age 10.8

Highest Independent Level 2nd Highest Instructional Level _____ Frustration Level 3rd

Miscue	Text	MM	MV	Non	Miscue	Text	MM	MV	Non	Miscue	Text	MM	MV	Non
<i>again</i>	<i>against</i>	X	--	--						<i>hears</i>	<i>heard</i>	X	--	--
-	<i>He</i>	X	--	--						<i>vis-ting</i>	<i>visiting</i>	--	X	X
-	<i>up</i>	X	--	--						<i>ez-cited</i>	<i>excited</i>	--	X	X
<i>and</i>	-	X	--	--						<i>a</i>	<i>he</i>	X	--	--
<i>dow-</i>	<i>daughter</i>		X	X						<i>he</i>	--	X	--	--
-	<i>race</i>	X	--	--						<i>the</i>	--	X	--	--
<i>and</i>	<i>but</i>	X	--	--						--	<i>and</i>	X	--	--
<i>growled</i>	<i>grouned</i>	X	--	--						<i>ru-sha</i>	<i>rush</i>	--	X	X
										<i>I</i>	--	X	--	--
										<i>ju-lupt</i>	<i>gulped</i>	--	X	X
										<i>go</i>	--	X	--	--
										<i>touring</i>	<i>turning</i>	--	X	--
										<i>the</i>	--	X	--	--
										<i>po-sto-les</i>	<i>postholes</i>	--	X	X
										<i>tru-dy-ing</i>	<i>trudging</i>	--	X	X
										<i>to</i>	<i>toward</i>	X	--	--
										<i>her</i>	<i>to</i>	X	--	--
											<i>immediately</i>	X	--	--
										<i>early</i>	<i>ago</i>	X	--	--
										<i>too</i>	<i>so</i>	X	--	--
										<i>rep- lied</i>	<i>replied</i>	--	X	X
Totals		7	0	0								12	9	7

RAI 96% MMI 100% RAI _____ MMI _____ RAI 95% MMI 98%

- RAI:** Count the number of scoreable miscuses from Column 1 and use the Miscue Chart for that passage to obtain the RAI.
- MMI:** Count the number of meaning-violating miscuses and use the Miscue Chart for that passage to obtain the MMI.
- Non:** The number of meaning-violating miscuses that were nonsense words.
- MM:** Miscue that represents an attempt to maintain the sense of the text.
- MV:** Miscue that violated the sense of the text.

Discussion of Case Study # 2: John

John is ten years and eight months old and is currently in the fifth grade in a suburban school. He has had academic problems since the first grade and since the second grade he has participated in a “pull-out” reading support program in which he leaves the regular classroom for special instruction in reading.

Level One: Numerical Interpretation

Our first step would normally be to transcribe the scores from all of our measures to the Recapitulation Record (unless we have used the ASII feature which does much of that for us). In this case, the transcribing has been done for us and the results can be seen on page 58. Because John has demonstrated problems with the Word Lists, we will want to complete a Miscue Analysis Worksheet. This worksheet will facilitate the comparison of his word recognition in isolation to his word recognition in the actual task of reading (see page 59).

We need to estimate tentative reading levels so that we can begin to examine John’s performance in light of the four categories listed in the table on the Recapitulation Record under *Level One Interpretation*. As always, we will rely primarily on the comprehension scores and the RAI in identifying these levels. With a comprehension average of 100% and an RAI of 97%, it is clear that John can read independently at the second grade level. Despite the somewhat low RAI, John’s MMI of 100% tells us at a glance that few of his miscues were serious ones. However, at the third grade level, in spite of the 95% RAI, John has an average comprehension score of only 45%. If this figure is an accurate estimate, we have clearly reached John’s frustration level. It is somewhat unusual that in John’s case we can estimate no clear instructional level. Numerical interpretation should help us to identify problem areas that we can shed more light on during the analytic and comprehensive interpretations of the test data.

Word Lists and Miscue Analysis

John scored 100% on the Flash Word Lists at the second grade level and this served as the basis for the decision to begin his oral reading at this level. During his oral reading, John scored 97% for his RAI and 100% for his MMI. Only one of his miscues could be regarded as failing to maintain meaning. John had no significant word recognition problems at the second grade level.

His performance at the third and fourth grade levels was a different matter. At these levels, John scored 85% and 55% respectively on the Flash presentation and 95% and 75% respectively on the Untimed presentation. When we contrast this with his oral reading of third grade materials, we find an RAI score of 95% and an MMI score of 98%. John made a total of 21 miscues, nine of which violated the intended meaning. More importantly, seven of these nine serious miscues were nonsense words. This can be quite significant in that it may be indicative of a very distorted view of the nature of reading. The five self-corrections that John made in his oral reading are encouraging, but in both the analytic and comprehensive interpretations of his performance we will need to be mindful of other signs that may be indicative of an inaccurate view of reading. In light of his comprehension and current fifth grade level, John appears to be a struggling reader.

Comprehension and Retelling Scores

When we compare John’s oral and silent comprehension, we find no appreciable differences between the two. John scored 100% following oral and 100% following silent reading at his independent level with identical retelling scores of 3.5. We find the same kind of consistency at the third grade level, though of a more unfortunate kind. John scored 50% on the comprehension questions after oral reading and 40% after silent reading, with identical retelling scores of 1.0

Oral Comprehension, Fluency and MMI

Our comparison of these scores reveals a strong balance at the second grade level with an MMI of 100% and a score of 100% on comprehension questions following oral reading. This performance reflects the type of stability that characterizes an independent level. However, when we move to the third grade level, we find an MMI of 98% and an oral comprehension score of 50%. This is a major discrepancy between word recognition and comprehension. Note that fluency was not assessed because no instructional level was obtained.

Question Types

At the second grade level, John was successful with all three item types: text-based, inferential and critical response. But at the third grade level, our concern is less with question type and more with comprehension across the board.

John correctly responded to only four of eight text-based items and zero of six inference items. However, he responded successfully to five of six critical response items, suggesting a solid ability to link his experiences with ideas from the text to address thought-provoking questions.

Reading Performance Overview

We need to exercise some caution in our numerical interpretation when we discuss any student's performance at the frustration level. John's sight vocabulary at the third grade level (85% Flash) is adequate and he seems to have some word analysis skills at this level as suggested by two corrections in the Untimed setting. His oral reading performance is better when he is reading actual text (RAI of 95% and an MMI of 98%), but his oral reading includes all-too-frequent violations of meaning. But in the final analysis, it is an average comprehension of 45% at the third grade level that is John's undoing. John had serious difficulties with text-based and inference items, but a fairly strong performance on critical response items.

At this point we can feel comfortable with the tentative levels we estimated: independent at second grade, no instructional level and frustration at third grade level. These levels are based on numbers that are fairly unambiguous and fall clearly within guidelines for the various reading levels. Based on an examination of John's overall performance as reflected on the Recapitulation Record, we can draw several conclusions. First of all, John's sight vocabulary tends to be a major weakness contributing to his reading comprehension problem. John's sight vocabulary is not adequate at the fourth grade level and he is currently in fifth grade. Also, his steep drop in overall comprehension from 100% at the second grade level to 45% at the third grade level is a serious concern.

A second observation centers on his strong retellings following both oral and silent reading at the second grade level. Unfortunately, his retellings broke down dramatically when the passages became more complex and challenging. However, John's performance on the Listening Comprehension portion of the test is encouraging. When he was relieved of the burden of word recognition and the passage was read to him, John showed a solid ability to grasp concepts at the fifth grade level, scoring 100% in his overall comprehension and a perfect 4.0 in his retelling. This result suggests that John's problem may not center around thinking ability or concepts.

Conclusions

Based solely upon numerical interpretation, it seems reasonable to draw several conclusions about John's reading performance:

1. John's sight vocabulary is weak, relative to his current grade level placement.
2. John's oral reading at third grade level is characterized by numerous meaning-altering miscues and the use of non-words.
3. John's comprehension at third grade level is weak in text-based and inference items but strong in critical response items.
4. Without considerable support, John is likely to experience significant frustration in reading at his current grade level placement.
5. John's comprehension at his current fifth grade level is excellent when he is relieved of the task of recognizing words.

Level Two: Analytical Interpretation

In the Analytical Interpretation we take a closer look at the student's actual responses to determine any underlying strengths and weaknesses. We can use the same issues we examined in the Level One Numerical Interpretation as a framework for our analysis. We will pay particularly close attention to patterns in John's performance that may shed light on his view of reading and the way in which that view may be contributing to his strengths and weaknesses.

Word Lists and Miscue Analysis

The key data to consider are John's use of non-words, such as his first uncorrected miscue: "*tow-ard*" for *toward*. Our concern is that John's view of reading may be making him comfortable with the use of nonsense words. We see the same pattern on the Flash presentation at the fourth grade level. For four of the nine words that John missed during the Flash presentation, he simply pronounced the first syllable; he appeared to have little faith in his ability to deal with unfamiliar multi-syllabic words. All of the five other errors he made were also nonsense words. It would seem that John does not have an internal checking system based on the expectation that the words he reads are very much like the words that he uses when he listens and speaks; that is, they are supposed to make sense.

When we examine John's oral reading performance at the third grade level, we find a total of 21 miscues; of those 21 miscues there were five insertions and one omission that did not alter the meaning of the text. In addition to a single teacher-provided miscue, there were a total of 14 substitutions, only six of which fit the meaning of the text. The eight substitutions that altered the meaning of the text tended once again to reflect John's weak sight vocabulary and word analysis skills. His sole approach to word analysis seems to be related to his attempts to "sound out" words, with little reference to the meaning of the text. Consequently, seven of the eight substitutions he made were nonsense words, such as "*ju-lupt*" for *gulped*, and "*po-sto-les*" for *postholes*. Despite the context clues available to him in the meaningful text, John showed no tendency to use the clues and no discomfort with the use of non-words. While the substitutions that were based on nonsense words clearly reflect his difficulty with medial vowels in words of two or more syllables, instruction geared toward more effective "sounding out" of words may not be effective. Instead, it appears that John would benefit from an emphasis on comprehension monitoring and using the context along with print-to-speech matching to be sure that reading makes sense.

One other observation about John's reading deserves mention. John's request for a teacher provided word seems to be a positive sign that signals John's emerging perspective on reading as a meaningful activity. John was nearing the end of the story and had read, "*David fell asleep . . . i-me-di-*." In what appeared to be a need for making some sense of the reading, he asked the examiner, "*What's that word?*" and was told *immediately*. He continued reading and made only three more miscues, two of which did not violate the sense of the passage. Prior to that point in the text, John had made 11 of his 14 substitutions, only four of which fit the sense of the story. His performance may suggest that as he created more and more sense out of the story, he made fewer nonsense word substitutions.

Comprehension and Retelling Scores

John's specific responses to questions following oral reading at his independent level shed some light on the way in which John sometimes identifies with and connects with characters. John demonstrates his ability to link his prior knowledge to the story in a very positive way. For example, in the story "The Race," John responded to the question (Do you think that this was the first time Annie had ever raced against anyone?) with, "*No, her parents must have saw her win so they told her to race.*" This response reflects sensitivity to a parent's sense of pride in a child's accomplishment. In addition, John's answers to three of the critical response questions include a similar insight into the characters. In one case, John notes that Spencer's action could be irritating to other peers and would therefore interfere with their school experience. Another response focused on the possibility that Annie would have the insight to realize that she wouldn't be able to change the fact that Spencer is a sore loser. In the final case, he was able to see that Spencer would probably not want to risk another loss to a possible newcomer but would continue his competitive need by wanting them to participate in a jumping contest.

John's responses also include clear examples of his imprecision with language. When he was asked, "*What did the animals do when Annie won the race?*" he answered: "*She surprised them.*" Because there is an element of correctness in that response, the examiner felt the need to question for more specific information. Then John responded more precisely with: "*They cheered for her.*" John's response to question four ("*Why did Annie agree to race against Spencer when no one else would?*") also revealed some confusion and imprecision: "*She thought she'd win but he was winning first.*" John switches from hypothesizing about Annie's motivation to the reality of the actual race as described in the story.

In his responses to the silent reading selection, "The Roller Coaster Ride," John again seemed to connect to characters. He appreciates the mother's fears for her daughter in his responses to questions five and ten. John suggested that the mother regretted her own fear of the roller coaster but that she would probably still be afraid even if she were with her daughter. John's willingness to put himself into the shoes of the characters in a story is a powerful strength that suggests great promise for the eventual restructuring of John's view of reading. In his response to question three (Do you think that Jessie had ever been to an amusement part—before?), John clearly uses his own experiences at amusement parks. He stated: "*Yes, she probably stood by the marker and couldn't reach the line so they didn't let her on*". This same type of connection is reflected in his response to question four (Why would Jessie want so much to ride the roller coaster?). He responded: "*She saw all the other kids riding—the kids bigger then—she was and they just kept getting back in line again.*" His answer to question seven (Why did Jessie decide to ride the roller coaster again?) reflects this same type of connection. He responded: "*She was scared but she still made it so she knew she'd make it again.*" These responses suggest positive elements that can be points of focus in John's program of instruction.

Another very positive sign is John's ability to critique the whole of the story to draw a conclusion about a character. For example, when he was asked question nine (Do you think Jessie is a girl who thinks about what she's going to do or one who just rushes in without much thought?), he concluded that she thinks about what she does because, "*. . . she was having her mother see how tall she was because she knew that that's how you get to ride.*" However,

John's response to his third grade silent reading did not reflect the same level of character involvement as his previous responses. Instead he seemed to approach the passage as more of a literal reading task and thus he failed to make several important logical connections. For example, John failed to focus at all on the character's tendency to make excuses for her poor performance.

Further insight into a reader's lack of precision is often provided by an analysis of retellings. Following oral reading at his independent level, John produced the following retelling: *The animals didn't like Spencer because he was always wanting to race them because he knew he'd win. That's why they didn't like him. Then when he wants to race the new family he thought he'd win again but Annie beat him and he gets read, mad. They thought he'd stop bragging but then he said, 'I can jump higher than everyone.' Everybody rolled their eyes. I liked that story.*" When asked what he thought about the passage, John's response reflects his irritation with Spencer's nature and delight with Annie's win. But his retelling includes very imprecise linguistic structures and an incomplete linking of the causal relationships between ideas in the story. The same pattern is observed in the retelling following silent reading and in some of his responses to the second grade oral reading items: an ability to connect with characters and their situations but imprecision and omissions in the links between ideas. What remains to be determined is whether John's imprecision is a result of immature language facility or immature thinking.

As might be expected, John's retellings at third grade level were even less complete. While we need to be cautious as to how much emphasis we place on a student's reading at frustration level, John's retellings consistently omit key ideas. His retelling of "The Farm Vacation" was: *"David wanted to be like his grandfather so he stayed with him at the farm. His best thing was the horses and he wanted his grandfather to teach him how to ride."* Here we see large gaps in his retelling. He has missed the key elements that this is David's first visit to the farm and that David wants to be a farmer and learn about farming. Also, he made no reference to grandmother's role in the story. In addition, we see none of the emotional connection to characters that typified his retellings at the second grade level. A quick review of his retelling following silent reading reflects similar omissions of story elements needed to connect with the characters.

Oral Comprehension, Fluency and MMI

We have noted the positive balance reflected by John's performance at second grade level reading. However, when we analyze his performance at the third grade level, it is clear that his word recognition difficulties, particularly his comfort with using non-words, are a hindrance to his reading comprehension. But John also failed to focus on several key ideas in the text which hindered his comprehension. In "The Farm Vacation," for example, John transformed David's desire to learn how to ride horses into the sole reason for his visit. He failed to note that this was David's first visit to his grandfather's farm. Nonetheless, several of his responses are based on the assumption that he has been there before and that David's desire to be a farmer is also a desire to follow in his grandfather's footsteps.

We also see a pattern emerging in which John relies solely upon his background knowledge, ignoring any restrictions to that background required by the text. For example, when asked if he thought that David lived near his grandfather (question three), he responded *"He probably did; a lot of kids live near their grandfathers."* Another example is provided in his response to question seven (Do you think that David ever got to ride the horses that week?): *"He probably did because he wanted to do that and his grandfather probably knew how so he'd teach him."* Again, John focuses on his assumption based on background knowledge, but fails to see the variety of clues in the story that could easily challenge his assumption.

Question Types

We have noted that, at his independent level, John was very successful responding to all of the comprehension questions following oral and silent reading. John's comprehension at this level seemed to be thorough and deep, as evidenced by his positive connections to the characters in the stories. While his responses often included run-on sentences, imprecision in pronoun references and imprecise relational elements, they are generally thorough and well developed.

It would seem that even when John was reading at frustration level, he made an emotional connection and created in his mind a close relationship between David and his grandfather in "The Farm Vacation." An analysis of his responses does show that he is able to use his prior knowledge and thinking skills to answer five of six critical response questions. David's comprehension strengths at his independent level reflect a solid balance with all types of thinking and his problems at the third grade level are reflected in difficulty with text-based and inferential items.

Conclusions

1. John appears to have a solid ability to think about stories and characters and link his own experiences to them, as evidenced by his strong performance in critical response items.

2. John demonstrates considerable imprecision in a number of his responses, either as a result of imprecise language or of fuzzy concepts.
3. John does not seem able to effectively make use of context clues as an aid to the construction of meaning. His use of non-words in oral reading suggests that he does not expect that reading will make sense and that he does not regularly monitor his reading for comprehension.

Level Three: Comprehensive Interpretation

John's testing was initiated as a result of several angry outbursts on his part in both the playground and in the classroom. These incidents were completely inconsistent with his past conduct. John's parents were called to school for a special conference with John's teacher. The teacher reported that John had always been a very pleasant student, an assessment corroborated by his third and fourth grade teachers. She did not have a great deal of insight into John's reading problems because she was not his reading teacher; the school reading specialist provided the bulk of John's instruction in a pull-out program. The only behavior of note that his teacher mentioned was John's tendency to daydream during class but she reiterated that, until recently, John had never disturbed the class.

John's mother reported that she was very frustrated with her inability to help her son overcome his long-standing reading problems. She reported that John had always experienced difficulty with reading; however, in the second grade he was formally assigned to a special reading teacher. Since that time, the majority of his reading instruction occurred in one-on-one or small group settings. She also mentioned that the initial reporting of John's difficulty was a shock to both her and her husband because John had loved books ever since he was a young child. His parents would take turns reading with him and his favorites tended to be the stories of Hans Christian Andersen and the Brothers Grimm. Both parents began participation in a library club while John was still a toddler. John started to have favorite authors and illustrators. When John was three and a half years old, the librarian, who had noticed his enjoyment with read alouds, suggested that his parents try reading a chapter book to John, a very successful activity. John was proud of his success with books and wanted to participate in "reading" to his newly born brother.

His parents reported that John always enjoyed discussing stories he read. The family continued this habit even after John started school; however, half way into second grade John told his parents that he was probably too big to have someone reading to him. They respected his wish and stopped reading to him. However, it was clear from his reading habits that John still loved books.

John's parents reported that school and teacher conferences throughout the years centered on his problems with learning words. His reading teacher consistently sent home word lists which they were asked to help John master. In addition, John brought home worksheets that emphasized phonic rules and words to recognize through application of these rules. More recently, John was also working with worksheets that required the "finding of little words" that might be created with the letters of multi-syllabic words. They also reported that John disliked having to go to a special reading class and said that he wished that he could be reading the stories that his friends were reading.

The reading teacher at that time reported that John was not motivated and that the pleasantness reported by his classroom teacher was never representative of his demeanor during special reading instruction. She mentioned that for several years the emphasis of instruction had been directed to word recognition since John did not have the type of sight vocabulary that would be needed to succeed with stories at his grade level. She believed that John's tendency to recognize words one day but fail with those same words several days later was a reflection of his lack of motivation and effort.

With these pictures in mind, the reading specialist met with John for testing. During the initial interview, John reported that he believed his biggest problem with reading was "hard words" and that he thought he should be getting better at "sounding out" words. He did not know why this was not happening. He mentioned that when he came to a hard word he would either try to sound it out or try to look for "little words inside the word" to help him sound it out.

John stated that he did not like having to leave the classroom to go to his special reading class. He also stated that he did not like reading at all, but he did wish that he could be in the group with his friends who were reading *Hatchet* by Gary Paulsen. He mentioned that he periodically listened to what was happening in the story and he thought it would have been exciting to be flying in the plane but that it must have been terrible for Matt when the pilot died. The reading teacher later reported how surprised she was that John knew so much about the story. This incident provides additional confirmation of John's proficiency with listening comprehension at his current grade level.

After the interviews and the administration of the CRI which we have just reviewed, we have a much clearer picture of John's reading environment. The reading specialist then met with both John's classroom teacher and special reading teacher to review the results of the Level Two Interpretation of the CRI. When the two teachers saw the results of the testing, specifically the way in which John demonstrated his ability to connect with

characters, they were eager to design a plan of instruction that would capitalize on John's obvious love of stories. The reading specialist volunteered to meet with them so that there could be a collaborative approach to instruction. They agreed to utilize high-interest books with John and develop pre-reading discussion. In these discussions, they would make use of activities to incorporate key vocabulary in a way that connected to the story and to John's experiences. In addition, John's special reading teacher agreed to help plan an instructional program that would build on the use of context as a significant aid to word recognition. She agreed that cloze activities would sharpen John's sensitivity to the use of context as an aid to word recognition. She also agreed that, for the time being, they would de-emphasize sounding out words until John was more comfortable recognizing and using language clues as an aid to word recognition. John's teachers agreed with the suggestion that John needs to develop his self-monitoring so that he recognizes that random attempts at word recognition and the use of nonsense words contribute little or nothing to his reading.

The reading specialist also suggested that both of John's teachers engage him in guided reading activities where they could monitor his progress more closely and provide the instruction that he needs in order to develop confidence in his ability to handle reading materials at his grade level. A further suggestion was to involve John in literature circle activities where he could capitalize on his love of stories and develop his confidence in his ability to make positive contributions to group discussions. Activities that capitalize on John's strength in listening would make him capable of following stories at his grade level.

Conclusions

1. John's early love of stories and literature is a possible link that we can use in developing a plan of instruction for him.
2. Frustration with word recognition and overall failure in reading appears to be building in John and negatively impacting his behavior.
3. John's view of reading appears at this point to be centered upon decoding and needs to be expanded to include sense and meaning-making in response to text.
4. John's parents are likely to be a solid support for him and should be incorporated into any plan of action for his instruction.
5. The instructional focus of John's teachers, that is, working on word recognition in isolation from actual reading, has not worked. Their willingness to try different approaches is most encouraging.

Planning Diagnostic Instruction

It is important to note that each level of interpretation added insights important to the total picture of John as a reader. Whether the user will need all of the detail that comprehensive interpretation or even analytical interpretation provides is a matter of professional judgment. However, with all of the insights we have gained into John's reading performance, we are ready to identify key elements of John's reading and develop a plan of action to address his needs.

Perhaps first and foremost, John's failure with reading is beginning to generalize to his entire outlook on school and has the potential to do long-term damage. The CRI user will want to prescribe heavy doses of success and to use two significant strengths as the cornerstones of the plan. First of all, based on John's performance with critical response items in the CRI, John has what appear to be solid thinking skills that enable him to enjoy literature. He still has a high level of motivation to read, just as his friends are doing. Furthermore, he seems to have a history of enjoying stories even from his earliest years and has even exhibited considerable interest in the narrative book his classmates are reading. Any plan of action should contain a great deal of reading in high-interest materials and discussion of ideas, with much emphasis on, and positive reinforcement of, any thinking and linking with past experience that John demonstrates. If at first he is not able to read along with his classmates, he could listen to a taped version so that he can participate in the discussion activities related to the text.

At the same time, we will need to focus on John's word recognition ability. At present, John appears to have fixated on decoding as his focal strategy when he encounters an unknown word. He also appears to have developed a view of reading as centered on pronunciation, as evidenced by his frequent use of non-words in his oral reading. John will need instruction in word recognition that will encourage him to expand his repertoire of skill to include the use of language and context clues, not as ends in themselves, but as additional means to approach the meaning-making task of reading. His weakness in sight vocabulary can be addressed through continued exposure to words in the actual context of his reading. The fact that John has been avoiding reading for a considerable number of years and has not fallen even further behind in his sight vocabulary suggests that he may experience a good measure of success in incidental learning of new words, so long as these are presented in the context of meaningful reading.

Any plan of action for John must also address his view of reading. John does not now appear to be consistently engaging in monitoring his reading for the purpose of comprehension. He will need to be consistently encouraged by his teachers and parents to stop and take steps to rectify the situation whenever his reading does not make sense. At the same time, his teachers will have to be willing to follow up any of John's imprecise responses with clarifying questions to help him to more clearly and precisely express his ideas related to his reading. A response journal related to his reading would appear to be an ideal means of addressing his needs and assessing his growth.

The optimum instructional program for John would also capitalize on his interest in sports and technology/games. *Sports Illustrated for Kids* and, for example, Matt Christopher books may help to re-kindle an interest in reading. He could easily become a member of an expert group in the case of technology and games. But a program for John must also address the discrepancy that exists between his current reading level and his grade level. John will almost certainly continue to experience difficulties long-term unless his program helps to close the gap between his reading level and grade level. A carefully monitored and coordinated program of tutoring would appear to be an essential part of any program for John.

John's performance on text-based and particularly inference items suggests that he is not consistently making logical connections between and among the ideas he is reading. He appears to be depending on pure memory as his primary comprehension strategy. Yet he has also demonstrated the ability to make logical connections in a number of his responses. Instruction that emphasizes the organizational structures of text, such as the story grammar, may prove to be most useful when coupled with the clarifying discussion questions noted above.

Many teachers who read this case study will raise the question of whether John has a reading or learning disability. This is a legitimate question, given John's overall profile of reading difficulties. However, we believe that it is most unwise to seek explanations for a child's difficulties before we have exhausted our repertoire of teaching techniques and diagnostic insights. Providing John with more intensive instruction of the same type he has been given will almost certainly lead to failure. Providing John with a program centered on a thoroughly different approach, one that focuses on meaningful relationships among ideas reflected in text and in his own experience, has the best chance of success. Rather than run the risk of labeling John as different, particularly since he wants so much to be just like his classmates, we believe that we must first maximize all of our pedagogical resources. If John does not respond to this new program, then we are justified in seeking an explanation outside the teacher-student interaction and in seeking instructional support.

John's prognosis is good, given the strengths he brings to reading. The primary task of his teachers will be to build on those strengths and encourage John to recapture the love of reading and learning that he is now in danger of losing.