



Case Study # 1

Tamika (Pseudonym)
Fifth Grade Student
Ten Years, Four 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: Tamika Grade: 5 Date: 11/25 Examiner: _____

1. What kinds of things do you like to do when you're not in school?
I watch TV and I mess with the computer; I like the computer games.

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'm really good at reading. [Examiner: Can you tell me more?] When we get our projects I go to the library for the books. Now I find lots of stuff on the web. I'm pretty good at searching.

3. How do you think you do with reading in school? What about writing?
I'm really good. I get good marks on all my writing projects.

4. What have you read recently for enjoyment? For school? Did you find them enjoyable? Were they easy for you to understand?
I read Missing May, Chasing the Redbird and I forgot the other one. It was the third one on the booklist we had; we had to pick three. As soon as I got my homework done, I could do whatever I want for the rest of the summer. I did it right away.

5. What is the hardest part about reading?
There's nothing hard about reading for me.

6. What are the best and worst things about school?
I like doing our projects and displaying them. I don't really like our health book.

7. Is writing hard or easy for you? What do you think makes it that way?
I get good grades on my writing projects. I pick out good books and I just use them.

8. Are you on any clubs or teams at school? Do you have any hobbies? Do you have a job?
No clubs; not really; No, I don't have one.

9. How are your grades in school? Do you have any concerns with any subjects?
Really good; No.

10. Have you ever thought about what kind of job you'd like to have when you're older?
Not really.

11. Is there anything else that you'd like to share about yourself?
Not really.

Parent/Guardian Interview

Name: Tamika Grade: 5 Date: 11/25 Examiner: _____

1. What made you think that it would be a good idea for Tamika (student's name) to be tested at this time?
We were devastated when we saw her scores on the state test.
2. How is Tamika doing in school, particularly in reading?
She's doing great; she always has.
3. What kind of reading does Tamika do at home?
She always does her assigned reading from school. (Any reading for pleasure?) I think she does read for pleasure, but I'm not sure what she really likes to read.
4. How would you characterize Tamika's:
 - a. Ability - *she's very bright.*
 - b. Attitude - *it's always been great.*
 - c. Interests - *she seems to enjoy whatever they study in school; they vary with the different topics they study.*
 - d. Needs - *we didn't think she had any; that's why we were so shocked.*
 - e. Behavior - *very well behaved; she's a typical 5th grader and periodically she has arguments with her younger sister but that's only natural.*
5. What would you say is the major reason for Tamika's school performance?
We thought that she was a very good student; she works hard at her schoolwork, all of it. She's very conscientious!
6. How long has he/she had this difficulty?
Not applicable.
7. What kinds of help has he/she gotten so far?
Not applicable.
8. What are you currently doing at home to help Tamika ?
Not applicable.
9. Is there anything else you think might be helpful for you to do?
Not applicable.
10. What is the school or the teacher doing this year to help Tamika ?
Not applicable.
11. What else do you think would be helpful for the school or teacher to do?
In the 4th grade when she went down on the district test, we met with her teacher so we could figure this out. But she said that Tamika's a very good reader. Apparently something is wrong.

Teacher Interview

Name: Tamika Grade: 5 Date: 11/25 Examiner: _____

1. What would you say are the greatest needs in reading of the class you have this year?
Applying multi-syllabic rules and developing vocabulary.

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).
Introduce words from the story in literature basal; have children take turns reading the story and then answer journal questions; break children into groups to complete skill sheets that accompany the story. This takes about one hour and a half.

3. How does Tamika (student's name) generally react to your instruction?
She has no trouble with multi-syllabic words; she's very quick picking up meanings and definitions.

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?
The journal questions do both; students get a chance to tell their personal responses and they also answer questions that do check their comprehension.

5. How would you characterize Tamika's:
 - a. Ability - *she's very bright.*
 - b. Attitude - *she's strongly motivated.*
 - c. Interests - *they vary; I know she's great at using the web to research whatever topics we study. She amazes me!*
 - d. Needs - *I don't see any. I assumed she'd be one of my highest scorers; I can't figure this out.*
 - e. Behavior - *Outstanding student; she's a real pleasure to have in class.*

6. What kinds of activities or strategies have you tried specifically with Tamika? What seems to work best? What doesn't seem to be working?
I have never needed to do anything special for Tamika.

7. What do you know about the type of support Tamika gets at home?
I know that her parents are pleased with her work habits. They were as surprised as I was. In fact, they were the ones who insisted on the testing.

8. If there were one thing that you could recommend that you think would help Tamika, what would it be?
I can't think of anything at all.

Word Lists Set A

Third Grade

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

Score 20/20 20/20
 100% 100%

Fourth Grade

	Flash	Untimed
1. doesn't	+	_____
2. concern	+	_____
3. sample	+	_____
4. official	+	_____
5. given	+	_____
6. present	+	_____
7. decorate	+	_____
8. windshield	+	_____
9. exercise	+	_____
10. finish	+	_____
11. science*	+	_____
12. nothing*	+	_____
13. eager*	+	_____
14. irritated*	+	_____
15. clutter*	+	_____
16. disappoint*	+	_____
17. range*	<i>rang</i>	+ _____
18. dashed*	+	_____
19. flown*	+	_____
20. eruption*	+	_____

Score 19/20 20/20
 95 % 100%

Note: The words marked with asterisks appear in the narrative texts at each grade level.

Word Lists Set A

Fifth Grade

	Flash	Untimed
1. bravely	+	_____
2. embarrass	+	_____
3. importance	+	_____
4. guarantee	+	_____
5. magical	+	_____
6. prevent	+	_____
7. typical	+	_____
8. vision	+	_____
9. handle	+	_____
10. ledge	+	_____
11. perhaps*	+	_____
12. province*	+	_____
13. decision*	+	_____
14. breathing*	+	_____
15. valuable*	+	_____
16. disguise*	+	_____
17. muttered*	+	_____
18. bounds*	+	_____
19. toughest	+	_____
20. sprawled*	+	_____

Score 20/20 20/20
100% 100%

Sixth Grade

	Flash	Untimed
1. athletic	+	_____
2. psychology	+	_____
3. realize	+	_____
4. ridiculous	NR	+ _____
5. successful	+	_____
6. reluctant	+	_____
7. consideration	+	_____
8. mountainous	+	_____
9. partial	+	_____
10. graceful	+	_____
11. several*	+	_____
12. incredible*	+	_____
13. tutoring*	+	_____
14. fortunately*	+	_____
15. authors*	+	_____
16. conversations*	+	_____
17. self-pity*	+	_____
18. pronounce*	+	_____
19. calm*	+	_____
20. mockingly*	+	_____

Score 19/20 20/20
95% 100%

Note: The words marked with asterisks appear in the narrative texts at each grade level.

Word Lists Set A

Seventh Grade

Eighth Grade

	Flash	Untimed		Flash	Untimed
1. fundamental	<u>+</u>	<u> </u>	1. jargon	<u>+</u>	<u> </u>
2. humane	<u>human</u>	<u>+</u>	2. anticipate	<u>+</u>	<u> </u>
3. siege	<u>+</u>	<u> </u>	3. jeopardize	<u>jeopardy</u>	<u>+</u>
4. knuckle	<u>+</u>	<u> </u>	4. calorie	<u>+</u>	<u> </u>
5. assortment	<u>+</u>	<u> </u>	5. diploma	<u>dip-loma</u>	<u>+</u>
6. exposure	<u>+</u>	<u> </u>	6. financial	<u>+</u>	<u> </u>
7. vital	<u>+</u>	<u> </u>	7. heredity	<u>+</u>	<u> </u>
8. waiver	<u>+</u>	<u> </u>	8. logic	<u>+</u>	<u> </u>
9. preference	<u>pre-ference</u>	<u>+</u>	9. plumage	<u>plu-mage</u>	<u>plu-mage; DK</u>
10. biography	<u>+</u>	<u> </u>	10. specific	<u>+</u>	<u> </u>
11. newfound*	<u>+</u>	<u> </u>	11. sophisticated*	<u>+</u>	<u> </u>
12. intentions*	<u>+</u>	<u> </u>	12. utter*	<u>+</u>	<u> </u>
13. admiration*	<u>+</u>	<u> </u>	13. demolish*	<u>dem-o-lish</u>	<u>dem-o-lish; DK</u>
14. nuisance*	<u>+</u>	<u> </u>	14. pharmacies*	<u>+</u>	<u> </u>
15. resolution*	<u>resolute</u>	<u>+</u>	15. chided*	<u>chilled</u>	<u>chid-ed; DK</u>
16. seasickness*	<u>+</u>	<u> </u>	16. savored*	<u>sav-ory</u>	<u>sav-ored; DK</u>
17. uncoordinated*	<u>+</u>	<u> </u>	17. competition*	<u>+</u>	<u>+</u>
18. distract*	<u>+</u>	<u> </u>	18. interminable*	<u>internmint</u>	<u>internminable; DK</u>
19. mesmerized*	<u>mesmerry</u>	<u>mesmerry; DK</u>	19. edible*	<u>+</u>	<u> </u>
20. endeavor*	<u>+</u>	<u> </u>	20. cumbersome*	<u>+</u>	<u> </u>
Score	<u>16/20</u>	<u>19/20</u>	Score	<u>13/20</u>	<u>15/20</u>
	<u>80%</u>	<u>95%</u>		<u>65%</u>	<u>75%</u>

Note: The words marked with asterisks appear in the narrative texts at each grade level.

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

Spencer was the fastest animal in the jungle. All of the *others* ✓ SC 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 up 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: 100 %

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.

Spencer bragged to everybody that he was the fastest animal in the jungle and he wanted them to race him and they kind of got tired of it. Then a new cat Annie moved in and he asked her to race. She beat him and the other animals were surprised. Spencer got mad and ran away after the race and Annie was sad 'cause she wanted a friend. Then he came back and bragged about how high he could jump. So nothing changed after all.

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

It shows that he didn't change.

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.
 - + • Spencer walks away angrily and Annie is sad because she had wanted a friend.
 - + • Spencer returns the next day and brags about jumping.
- 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: 3.0

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 was bragging because he won all the races.*
- + 2. What did the animals do when Annie won the race? (Must identify one.)
*Text-Based: Cheered; talked with her.
They cheered.*
- + 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 that he could beat her.*
- + 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.
Because she knew she could win.*
- + 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.
Good—because he keeps doing things over and over and gets real good at them.*
- + 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.
Started bragging that he could jump higher than them.*
- + 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—that's why she knew she could beat him? (So what does that show about Annie?) She did it before and she knew that her Dad knew she'd beat him.*

- + 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.

Yes—because they both like to run and they both like to race so they like the same things.

- + 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—because he will be afraid that he'll lose again but I think he'll ask them to a jumping contest.

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 the passage away. 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: 100 %

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	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.

It's Jessie's birthday and she gets out of bed and calls to her mother to check how tall she is. Her mother tells her she's tall enough to ride the roller coaster. She went with her Aunt Jane because her mother was afraid but she got scared when the roller coaster went so fast. She held her aunt's arm and screamed for a long time. Then they both laughed when the ride was over and Jessie asked her to take another ride.

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

She found out she liked the roller coaster 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.
- 1/2 • Jessie becomes frightened and she promises she will never ride again.
- 0 • She realizes that the ride is safe and fun.
- + • She decides to go on the ride again.
- 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: 2.0

- + 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 thought she'd love the ride.*

- + 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.
She was proud that she wasn't afraid to ride 'cause she was with Aunt Jane.*

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.
So she could see if she was tall enough to ride the roller coaster.*

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

*Text-Based: She was afraid of roller coasters.
She was afraid of roller coasters.*

- + 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—because she wants to ride the roller coaster. [Examiner: Does that tell if Jessie has been to an amusement park before?] She must have seen one there.*

- + 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.
Because she liked it so much.*

- + 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.*

- 0 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.
She was thinking about how scared she was and that's why she prayed.
(Missed point of evaluation of actions)*

- 0 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.
No—her Mother wouldn't go on the ride? (But how would it end if her Mother did?)
She wouldn't have.
(Missed hypothetical relationship needed)*

Comprehension Analysis:

Text-Based: 4/4
Inference: 3/3
Critical Response: 1/3

Total Comprehension %: 80%

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 his grandfather call. David never got up this early before but he didn't mind at all! He was visiting his grandfather's farm for the first time and he was excited. He had always wanted to be a farmer and now he would have his chance. Besides, Grandpa had horses too and David looked forward to learning how to ride.

SC 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 rush him!" said Grandma. "Are you sure you want to work with Grandpa all day?" she asked David.

"Sure am!" said David. He 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 get the tractor. We've got some work to do in the garden," said Grandpa.

SC David walked over to the garden and ^{up} ~~climbed on~~ ^{SC} to the tractor. Up and down they drove, row after row, 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, 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 dig postholes for a new fence. Then David and Grandpa picked corn and brought it to their roadside stand. David was trudging slowly back toward ^{to} ~~SC~~ the house when Grandma called, "Do you want to feed the horses?"

David ran to the barn and helped to feed the horses. "I wish I could ride you," he said to each one as he rubbed its nose. "Maybe Grandpa will teach me!"

David fell asleep immediately that night but when the sun rose the next morning, he was not 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 so sure," David replied. "If the sun rose at ten o'clock and there 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: 100 %

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	%	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.

At five o’clock Dave woke up because his grandfather was calling him. He went to the kitchen and his grandfather told him they had lots to do. His Grandma wanted him not to work so much. David wanted to be a farmer and this was his first visit to the farm. They did a lot of hard work together so David didn’t ride the horses. He did feed them but now he doesn’t want to be a farmer anymore.

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

David changed his mind about being a farmer and he probably never learned how to ride 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.
- + 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:**
 - + • David wants to learn about farming and to ride horses.
 - + • Grandpa has him working hard but Grandma wants him to enjoy himself.
 - 0 • David decides to keep working with Grandpa.
 - + • David works hard all week.
 - + • 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: 2.0

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 be a farmer.
- + 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 wasn’t sure anymore.
- + 3. Do you think that David lived near his grandfather? Explain.
Inference: Probably not—he was visiting the farm for the first time.
No—it was his first visit.

- + 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.

No—she wanted him to learn to ride the horses.

- + 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.

Probably not—he only made him work real hard.

- + 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—his Grandmother wanted him to ride them. [Examiner: But did he ever get to ride them?] I don't remember if it said that.

(Missed story connections to make inference)

- + 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.

He had so much hard work and he had to get up at 5 o'clock.

- + 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.

Probably not—this was the first time he ever visited him.

- 0 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.

No—he had to work too hard. [Examiner: Could you explain what you mean?] He made him do too much.

(Unable to provide support for response)

Comprehension Analysis:

Text-Based: 4/4

Inference: 2/3

Critical Response: 2/3

Total Comprehension %: 80%

**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: 100 %

*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	%	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.

Jill played in the championship game and was real excited when they played the national anthem because she wanted to be a professional player. When they were practicing a lot of the players were making mistakes. She struck out and the other team was getting hits but they won anyway. But they almost lost.

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

They did win even though they made lots of mistakes when they were practicing.

Comprehension Questions

- + 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.

They made a lot of mistakes in practice.

- + 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.

No—they went wild 'cause they won.

- 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 played a lot of games together.

(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—the national anthem made her think of being a pro.

(Missed focus of relationship)

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.
- 1/2 • 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—she's the best player on a champion team.

- + 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.

When she hit the long drive the wind made it an out. And the umpire called her out.

- 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 saw the players making mistakes.

(Missed need of inferential thinking)

- + 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 felt bad 'cause it was her worse game.

- 0 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—coaches can help everybody. [Examiner: Does Jill need help?] Not more than anybody else.

(Missed focus of relationship)

- + 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 knew she always played good so she thought she'd play good again.

Comprehension Analysis:

Text-Based: 4/4

Inference: 0/3

Critical Response: 2/3

Total Comprehension %: 60%

FOURTH GRADE I: THE VACATION

Reader's copy on p. 47 of the Reader's Passages

Introductory Statement: "Would you read this passage about a family vacation (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:

Juan burst into his sister's room. "Only eight more days!" he shouted.

"I started packing already!" said Maria. "I can't wait to see what Florida is like."

Juan and Maria had started every day for the last two weeks talking about their Florida vacation. Mom and Dad were just as eager as they were.

But that evening, Father walked into the house, looking like a ghost. "What's wrong?" Mother asked.

"No more overtime for the rest of the year," he stammered. Mother knew that they were going to use the overtime money to pay for the hotel rooms and the plane tickets to Florida. This was their first family vacation!

Mr. Ruiz struggled as he told the children that they would have to cancel their vacation. Juan ran up to his room crying while Maria hugged her father and sobbed.

"Let me see what I can do," said Mrs. Ruiz as she left the room.

She was smiling from ear to ear when she returned. "I just spoke with my brother Sal and he said that we could use his van to drive to Florida and we can stay with his wife's sister!"

that ✓ SC

SC Maria was excited with the news but Juan was angry! That wasn't the fun vacation he had been dreaming of for weeks. He had never flown on an airplane and he had never stayed in a hotel.

During the trip, the family stopped to look at different sights along the way. But every time Juan refused

to leave the van. He was irritated with their/jabbering about what they had seen at each stop.

The following day, Juan again sat in the van while the others went out to see a nearby river. Suddenly, Maria came rushing back to the van. "Juan! Juan!" she called, "Hurry, there's an alligator!" Juan jumped out of the van and dashed the quarter mile to where his parents were standing.

"You missed it," said his father sadly. "It's gone!"

Maria, Mom, and Dad told Juan how they first saw the alligator sunning itself on the bank of the river. Maria had quietly run back to get Juan but a squawking bird startled the alligator and it dashed into the river.

Everyone saw how disgusted Juan was and no one ^{so ✓ SC} said a word for over twenty minutes.

"You know, Juan . . ." began Mother.

"I know, Mom," said Juan. "I've been missing one of the best chances I've ever had! But I won't do it again!" (412 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: 100 %
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	%	Miscues	%
1	100	13	97	25	94	37	92
2	100	14	97	26	94	38	91
3	99	15	97	27	94	39	91
4	99	16	96	28	94	40	91
5	99	17	96	29	94	41	91
6	99	18	96	30	93	42	91
7	98	19	96	31	93	43	90
8	98	20	96	32	93	44	90
9	98	21	95	33	93	45	90
10	98	22	95	34	92	46	90
11	98	23	95	35	92	47	89
12	97	24	95	36	92	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. 144 to assess the child's retelling performance. If you need additional space for retelling responses, use a separate sheet of paper. *The family was going to fly to Florida and stay in a hotel but the father couldn't work overtime. But then her Mom got her brother's van and so they could go. Juan wanted to fly so he was sad. He missed seeing an alligator because he wasn't with his family.*

[Examiner: Tell me what you thought about the passage.] *He didn't stay with his family so he missed the alligator.*

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:

- 1/2 1. **Key Characters and Setting:** Juan, Maria, his mother, father on family vacation.
- + 2. **Character's Problem or Goal:** Juan is disappointed with a change in travel plans.
3. **Problem-Solving or Goal-Meeting Process:**
- + • Juan's family plans a trip to Florida.
 - + • Trip must be canceled because of money problems.
 - + • Mother's arrangements make the trip possible.
 - + • Juan is disappointed and refuses to join in the family's fun.
 - 1/2 • Juan misses seeing the alligator and realizes that he has been wrong.
- 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: 2.0

Comprehension Questions

- + 1. Why was everyone in the family excited about the vacation in Florida?

Text-Based: It was their first family vacation; their first trip to Florida. It was their first one.

- + 2. Why did it seem that the family would have to cancel their vacation?

Text-Based: Mr. Ruiz could get no more overtime at work. The father wouldn't have overtime.

- + 3. Why didn't Mrs. Ruiz ask her brother earlier if they could borrow his van?

Inference: The family planned to fly to Florida. They wanted their first airplane ride.

- 0 4. What reason would Juan have for being upset when his family talked about what they had seen?

Inference: Jealous of them; didn't want to be reminded of what he had missed; wanted everyone else to suffer along with him.

Because he was mad that they weren't flying.

(Missed time relationship of the question)

0 5. Who do you think was older, Juan or Maria? Why do you think so?

Critical Response: Maria—seemed more concerned with her father’s feelings; handled the disappointment better than Juan did; was willing to enjoy the vacation with her family. Juan—Maria ran back to tell Juan when the family saw the alligator; she would have teased him if he were younger; he stayed in the van by himself.

They could probably be the same ages.

[Examiner: But what one might be the older one?] *It didn’t say that one was older.*

(Missed hypothetical relationship of the question)

+ 6. Why was Juan disappointed when he heard that the family would drive the van to Florida? (Must identify one.)

Text-Based: He was looking forward to flying and staying in a hotel for the first time.

He wanted to take an airplane ride and stay in a hotel.

0 7. How did the family show that they cared about Juan’s feelings after he missed seeing the alligator?

Inference: They didn’t force him to go with them; they didn’t preach to him; they stayed silent for 20 minutes after he missed seeing the alligator; they gave him some think time.

They took him on the first family vacation.

[Examiner: But how did they show this on the trip?] *It really didn’t say.*

(Missed time relationship required in the question)

+ 8. Why was the family still able to go to Florida without the extra overtime money? (Must include both.)

Text-Based: Mrs. Ruiz got help from her brother: 1) he gave her the van to use, and 2) he found a place for them to stay.

Let them use his van and stay with his relatives.

0 9. Do you think Juan’s parents were right to let him sulk for so long? Why or why not?

Critical Response: Yes—maybe they were trying to help him learn a lesson; you can’t really force someone to have a good time; he learned something from the experience.

No—he was trying to put a damper on everyone else’s vacation; he had already made up his mind not to have a good time.

No—he should be hollered at for not listening to his parents.

(Made inappropriate relationship)

1/2 10. What lesson do you think Juan could learn from his experience?

Critical Response: Don’t sulk because you could miss some very good things; don’t think the worst because sometimes things work out for the best; keep your mind on what is important in life.

He should have gone with his family so that he could have seen the alligator because he liked alligators.

(Very specific response to a question requiring a general application)

Comprehension Analysis:

Text-Based: 4/4

Inference: 1/3

Critical Response: 5/3

Total Comprehension %: 55%

FOURTH GRADE II: AUTUMN LEAVES

Reader’s copy on p. 49 of the Reader’s Passages

Introductory Statement: “Would you read this passage about two sisters who have a job to do (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

“Libby, come here quick,” I called. “The leaves are all falling.” It is fall and my little sister, Libby, and I will have to rake the leaves together every day. Mom said that Libby is finally old enough to help with the chores and that I have the job of showing her how to clean up the yard. If we don’t rake up the leaves, they will clutter up the lawn, the sidewalks, and even the rainspouts. Mom says that falling leaves are messy and dangerous, especially when they are wet.

“Look at all the leaves, Sue!” shouted Libby. “I want to go out and play right now!” I told her that we couldn’t play just then. “Mom wants us to rake the leaves up. If it rains, people walking by our house might slip and fall.”

“Please, Sue. Let’s just jump in them for a little while,” she begged. So I told her that if she would help me clean up afterwards, we could pile them up into a big mound and jump in. She was so excited that she promised to help me.

We went out and raked the leaves into a big pile and then we shouted “one, two, three, jump!” And we jumped on the pile of leaves again and again until the leaves were scattered over the entire yard. Then I told Libby that it was time to rake them up, but Libby just wanted to keep playing. While she played, I had to gather the leaves and put them in the trash bags myself. Then I had to drag all of the bags out to the sidewalk

for the trucks to come and pick them up the next morning. I knew that more leaves would fall tomorrow but I wondered if Libby would help me clean them up then.

The next day, I had piano lessons so I didn’t get home until late. I was surprised to find that Libby had gone outside and raked the leaves herself. But then she remembered the fun she had the day before and she jumped in them and they flew all over the yard. When I saw the mess I told Libby that she would have to clean up the leaves. I even offered to help her rake them up before Mom came home. But Libby ran away to play with her friend and I was left to do all of the work again. I really wanted to just leave everything there in the yard but I knew that Mom would be disappointed. Falling leaves can be fun for kids, but grown-ups don’t see it that way. I think I’m starting to see the reason. (448 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: 100 %

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	%	Miscues	%
1	100	13	97	25	94	37	92
2	100	14	97	26	94	38	91
3	99	15	97	27	94	39	91
4	99	16	96	28	94	40	91
5	99	17	96	29	94	41	91
6	99	18	96	30	93	42	91
7	98	19	96	31	93	43	90
8	98	20	96	32	93	44	90
9	98	21	95	33	93	45	90
10	98	22	95	34	92	46	90
11	98	23	95	35	92	47	89
12	97	24	95	36	92	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. 147 to assess the child's retelling performance. If you need additional space for retelling responses, use a separate sheet of paper.

Sue had to teach her little sister how to rake up the leaves. The little sister said she'd help but then she didn't. Then she did the same thing the next day. Her mother was mad at her.

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

It shows that the little sister said she's help but she 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:** Sue and younger sister (Libby) at home.
- + 2. **Character's Problem or Goal:** Sue has difficulty getting her little sister to help her clean up the leaves.
3. **Problem-Solving or Goal-Meeting Process:**
- + • Sue tells Libby about their job raking the leaves.
 - 0 • Libby wants to play and promises to help if Sue agrees.
 - 0 • After they play, Libby leaves Sue with the work.
 - 0 • The next day it happens again.
 - 0 • Sue begins to understand why parents look at leaves differently from the way children do.
- 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.

Point 1 and 2 are implied in retelling.

Retelling Score: 1.5

Comprehension Questions

- + 1. Why was it important for the girls to rake up the leaves every day?

Text-Based: Leaves clutter up lawn or sidewalks or downspouts; can be dangerous. They will make the sidewalks real dangerous.

- + 2. Why is Libby helping this year to clean up the leaves?

Text-Based: She is now old enough to help. She's old enough this year.

- + 3. How much older do you think Sue is than her sister Libby? Why do you think this?

Inference: Must be several years; older one is responsible for the other; tells her what Mom wants her to do; decides if they can play in the leaves or not.

Not much—maybe about 2 years—she has the job but the sister didn't.

- 0 4. Do you think Libby might have a good reason for not wanting to work with Sue? Explain.

Inference: Libby might think she is bossy; makes her do things she doesn't want to do; her sister nags her about their jobs.

Kids don't like it when they have to work with their sister. [Examiner: But do you think she had a reason?] It really didn't say.

(Missed point of cause-effect relationship)

- 0 5. What do you think that Sue should do the next time Libby promises to help? Why?

Critical Response: Should refuse to do the work until Libby shows she can keep her promises; should talk to Libby about the importance of keeping your word.

Make her keep her promise. [Examiner: Could you tell me more?] You're supposed to keep promises.

(Can't support response)

+ 6. Why couldn't the two girls work together on Tuesday?

*Text-Based: Sue had piano lessons.
She had piano lessons.*

0 7. What do you think Sue meant when she said that she's beginning to see why adults don't see falling leaves as fun?

Inference: They are a lot of work and responsibility; lot of work when no one helps.

*Adults don't play in leaves.
(Pure background with no use of story)*

+ 8. Why wasn't Sue happy that Libby raked the leaves by herself while Sue was at her piano lesson?

*Text-Based: She played in the leaves and scattered them all over the yard.
She had messed them all over the yard.*

0 9. Do you think that Sue should have done Libby's work for her? Why or why not?

*Critical Response: No—she will only do the same thing again if she gets away with it.
Yes—because if she didn't do it, someone might be hurt; she is being responsible.
No—but she had to do what her parents told her to do.*

(Inaccurate information)

0 10. Do you think that Sue should tell Mom that Libby did not help with the work? Why or why not?

Critical Response: Yes—Libby is not being fair or responsible and will not listen to her sister. No—that would be tattling; she should refuse to let her play until she helps.

Yes—the sister did make a promise.

[Examiner: Can you tell me more about it?]

You're supposed to keep promises.

(No support provided)

Comprehension Analysis:

Text-Based: 4/4

Inference: 1/3

Critical Response: 0/3

Total Comprehension %: 50%

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 didn't do good playing basketball and he thought he was good but he wasn't. So he asked his neighbor to help him get better and he did and his Dad was really proud that he was a good player now.

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

It shows that Rasheed's Dad was proud that he was a good player.

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.
- 0 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.
 - 0 • He wants to quit the team but his father wants him to think about it.
 - + • Rasheed asks Mr. Armstrong to help him.
 - 1/2 • Mr. Armstrong and Rasheed work hard and Rasheed improves.
 - + • Rasheed's father is proud of him.
- 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: 1.5

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 didn't play very 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 and he told him to come tomorrow so they could work again and again.

+ 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.

0 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. He was a good player and he liked getting the chance to play with Rasheed (Missed relationship required of question)

+ 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. I think he knew that if he worked harder he'd be a good player.

+ 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 having fun laughing with him so he liked it.

0 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.

Because that was the truth; he wanted him to know he tells the truth.

(Answer merely rephrases the question and fails to provide an interpretation of the Father's response.)

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

Text-Based: Surprised at his improvement. They couldn't believe that he was that good now.

0 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.

Mr. Armstrong—cause he was the only one who could play basketball; the father couldn't help because he couldn't play.

(Missed point of question as well as Father's role in story)

+ 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 wouldn't know that he could be a good player and now he knows and so does his Father.

Comprehension Analysis:

Text-Based: 4/4

Inference: 1/3

Critical Response: 2/3

Total Comprehension %: 70%

Critical Reading Inventory—Recapitulation Record—Narrative Passages

Name Tamika Grade 5 C.A. 10-4 Date of Testing 11/25 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	3.0	4/4	3/3	3/3	80	2.0	4/4	2/3	2/3	90	
3rd	100	100	100	80	2.0	4/4	2/3	2/3	60	1.0	4/4	0/3	2/3	70	
4th	95	100	100	55	2.0	4/4	1/3	5/3	50	1.5	4/4	1/3	0/3	53	
5th Listening	100	100			1.5	4/4	1/3	2/3			/4	/3	/3		70
6th	95	100				/4	/3	/3			/4	/3	/3		
7th	80	95				/4	/3	/3			/4	/3	/3		
8th	65	75				/4	/3	/3			/4	/3	/3		
9th						/4	/3	/3			/4	/3	/3		
10th						/4	/3	/3			/4	/3	/3		
11th						/4	/3	/3			/4	/3	/3		
12th						/4	/3	/3			/4	/3	/3		

Level One Numerical Interpretation

Level	Highest Independent Level <u>2nd grade</u>			Highest Instructional Level <u>3rd grade</u>			Frustration Level <u>4th grade</u>		
Word List and Miscue Analysis	Flash <u>100</u> MMI <u>100</u>	Untimed <u>100</u> SC <u>0</u>	RAI <u>100</u> Nonwords <u>0</u>	Flash <u>95</u> MMI <u>100</u>	Untimed <u>100</u> SC <u>0</u>	RAI <u>100</u> Nonwords <u>0</u>	Flash <u>100</u> MMI <u>100</u>	Untimed <u>100</u> SC <u>0</u>	RAI <u>100</u> Nonwords <u>0</u>
Comprehension and Retelling Scores	Oral: <u>100</u> Silent: <u>80</u> Average: <u>90</u>	Comp. % <u>100</u>	Retelling <u>3.0</u> <u>2.0</u> <u>2.5</u>	Oral: <u>80</u> Silent: <u>60</u> Average: <u>70</u>	Comp. % <u>60</u>	Retelling <u>2.0</u> <u>1.0</u> <u>1.5</u>	Oral: <u>55</u> Silent: <u>50</u> Average: <u>53</u>	Comp. % <u>55</u>	Retelling <u>2.0</u> <u>1.5</u> <u>1.8</u>
Oral Comprehension, Fluency, and MMI	Oral comp. % <u>100</u>	MMI <u>100</u>		Oral comp. % <u>80</u> Fluency <u>20</u>	MMI <u>100</u>		Oral comp. % <u>55</u>	MMI <u>100</u>	
Question Type	Text-Based: <u>4/4</u> Inference: <u>3/3</u> Critical: <u>3/3</u>	Oral <u>4/4</u>	Silent <u>4/4</u> <u>2/3</u> <u>2/3</u>	Text-Based: <u>4/4</u> Inference: <u>2/3</u> Critical: <u>2/3</u>	Oral <u>4/4</u>	Silent <u>4/4</u> <u>0/3</u> <u>2/3</u>	Text-Based: <u>4/4</u> Inference: <u>1/3</u> Critical: <u>5/3</u>	Oral <u>4/4</u>	Silent <u>4/4</u> <u>1/3</u> <u>0/3</u>

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

Discussion of Case Study # 1: Tamika

Tamika is ten years and four months old and is currently in fifth grade in a public school. She is considered by her teachers to be a very good student but her performance in state reading assessments has raised questions, particularly for her parents.

Preparing for the Interpretation of Data

All test materials gathered in the assessment of reading for both of the case studies included in this section have already been scored and the Recapitulation Record has been completed. But when you administer the CRI yourself, you will at that point have

- scored the word lists
- evaluated all miscues on the Miscue Analysis Worksheet (if necessary)
- calculated both the Reading Accuracy Index (RAI) and the Meaning Maintenance Index (MMI)
- scored all of your reader's responses to the Comprehension Questions
- calculated the overall comprehension score as well as sub-scores for all three question types
- calculated the student's retelling scores for all passages administered.

At that point you will be ready to transcribe all of the relevant information onto the Recapitulation Record. Much of the transcribing can be done by means of the Automated Scoring and Interpretation Interview (ASII). But for now, all of the scoring and transcribing has been done for you in both case studies. Our focus will be on drawing conclusions about the child's reading on the basis of the data available to us.

Level One: Numerical Interpretation

We are now ready to begin the numerical interpretation (Level One Interpretation) of Tamika's reading performance on the CRI. The first step is to examine the reading level data recorded on the Recapitulation Record (see page 30) At the second grade level we note that Tamika has an RAI (and MMI) score of 100% and an Average Comprehension score of 90%. Her strength in word recognition and comprehension would lead us to conclude that Tamika can read independently at the second grade level. At the third grade level we find an RAI (and MMI) of 100% and an Average Comprehension score of 70%. Since it appears that she has some need for help in comprehension at this level, we conclude that Tamika's instructional level is third grade. When we move to the fourth grade level, we note that while Tamika's word recognition continues at very high levels of proficiency, with RAI (and MMI) of 100%, her Average Comprehension has fallen so low that she barely comprehends half of what she reads. Thus we estimate that if higher-level thinking is emphasized, fourth grade material is likely to be too difficult for Tamika. She has reached her frustration level and there is just one step remaining in her reading test. Because Tamika is currently in a fifth grade classroom, we want to see how she can handle materials at her current grade level that are read to her. Tamika scored 70% in Listening Comprehension with a weak retelling at her grade level to conclude her testing. But our work as diagnosticians has just begun.

Now we are ready to move to the *Level One Interpretation* section immediately below the table on the Recapitulation Record. We will use these summary columns as a means of systematically reviewing test results. We will be re-recording the numerical data in such a way that we will be structuring a clear breakdown of Tamika's scores at the three different reading levels—independent, instructional and frustration. At each level, we would like to consider four comparisons of data which should shed considerable light on Tamika's overall reading performance. The first of these is the comparison of Flash (sight vocabulary) performance on the Word Lists with performance in oral reading (RAI and MMI). Next, we will compare Tamika's oral and silent comprehension, along with her retellings. Then, we will complete a comparison of Tamika's overall word recognition (including her fluency) with her comprehension following oral reading. Finally, we will break down Tamika's comprehension performance into the three different question types that characterize the CRI.

Word Lists and Miscue Analysis

We will begin at the independent level, second grade, and note the score of 100% on the flash presentation, linked with 100% for both the RAI and the MMI. Normally, we would move directly to the Miscue Analysis Worksheet to try to gain some insight into the nature and source of Tamika's miscues, but since Tamika obtained a perfect score, there are no miscues to analyze. When we glance up at the data table under Word Lists, we find that Tamika's performance reflects a very strong sight vocabulary. She obtained a score of 100% through the fifth grade level and could be considered as having an adequate sight vocabulary through the seventh

grade level. This strength suggests several possible explanations, two of which are very salient: either Tamika has acquired this sight vocabulary by engaging in consistent reading of challenging materials or she has a particular proficiency in learning words.

When given more time to correct words that she missed in flash presentation, Tamika corrected the one word she missed at the sixth grade level and three of the four words she missed at the seventh grade level, suggesting that she has solid word analysis skills as well. Both strengths were borne out in Tamika's oral reading miscue record, both at third and fourth grade levels. Despite the fact that Tamika read no passages at her current fifth grade level, she seems to have very few instructional needs, relative to her grade level, in the area of word recognition. It was not until the eighth grade level that Tamika's word recognition skills broke down, as reflected by the use of mispronunciations that resulted in "non-words." It is interesting to note that Tamika appeared to be very aware that there was something wrong with these mispronunciations and quickly responded with, "I don't know." Without some contextual setting for these words, she had nothing but phonemic knowledge to rely upon; therefore, one can assume that she had never heard these words before.

Comprehension and Retelling Scores

At the independent level (second grade), Tamika obtained a score of 100% on the questions and a very good score of 3.0 on the retelling following oral reading. Following silent reading, she obtained a score of 80% on the questions and 2.5 on the retelling. This is a solid performance that clearly reflects independence in reading. While there is no drastic distinction between her comprehension and retelling scores following the oral and silent reading, the numbers suggest that Tamika is experiencing an easier time with comprehension of materials that she has read aloud. Of course, we would not conclude this based on a single set of scores but we will want to determine if a pattern emerges. When we move to the instructional level (third grade), we see that this pattern did indeed continue. Tamika obtained a score of 80% in the questions and a 2.0 in the retelling following oral reading, but only 60% and a retelling score of 1.0 following silent reading. We can still see this same pattern holding in both questions and retellings done at Tamika's frustration level (fourth grade). This consistent 15 to 20 point discrepancy between average oral and silent reading comprehension suggests that Tamika may actually be listening to her oral reading as a kind of support for her comprehension. When that support is removed in the silent reading, both her retellings and her comprehension responses seem to suffer.

Oral Comprehension, Fluency and MMI

We might expect Tamika's comprehension after oral reading to be very solid, given her excellent word recognition skills. And in fact at the second grade level, her comprehension is 100%. Her excellent fluency at her instructional level (third grade) is nearly matched by a solid comprehension score of 80%. However, her comprehension drops quickly to 55% after oral reading at the fourth grade level. Given her fifth grade level placement at school, this is a serious discrepancy. When the examiner read a fifth grade level passage to Tamika, her score on Listening Comprehension was 70%. This suggests that Tamika still has instructional needs related to higher-level thinking at her grade level, even when she has the opportunity to focus solely on her comprehension of ideas. Interesting, as will be noted below, Tamika was successful with all text-based questions at the fifth grade level.

Question Types

Tamika's performance at the independent level following both oral and silent reading suggests that she is very strong in responding to text-based questions. Her responses following oral reading result in perfect scores for inferential and critical responses; she missed only one each of the inferential and critical after silent reading at the second grade level. When we examine the instructional and frustration scores, however, we see a clear discrepancy between Tamika's text-based comprehension and her ability to think about that text. Her responses to inferential and critical response items were consistently weaker than her responses to text-based items. These results suggest a possible view of reading as consisting of literal recall of the information in the passage.

Conclusions

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

1. Tamika demonstrates a strong sight vocabulary at her current grade level and beyond.
2. Tamika's oral reading is strong through fourth grade with very few miscues and none that could be considered serious.

3. Tamika’s comprehension difficulties lead to frustration even a grade level below her current placement, despite her strong word recognition skills.
4. Tamika’s comprehension (on both open-ended questions and retelling) is significantly stronger with text-based than it is with inference or critical response tasks.
5. Tamika’s comprehension seems to be consistently weaker following silent reading compared to her comprehension following oral reading.
6. Tamika’s reading levels appear to be: independent at second grade, instructional at third grade and frustration at fourth grade.

A more detailed analysis of Tamika’s responses may call any of these interpretations into question but for the time being, we have a fairly reliable overview of her reading performance—one that may enable us to begin a solid, if rather general, program of instruction. But because an analysis of Tamika’s responses may lead us to a much more detailed and useful interpretation of her reading profile, seldom would we stop at the level of pure numerical analysis. There is simply too much more there to ignore.

Level Two: Analytical Interpretation

Level Two analysis calls for a much closer look at Tamika’s reading performance and an interpretation of the underlying strengths and weaknesses in reading revealed in her responses to questions and in her retellings. Once again, we will use the four categories listed under the table on the Recapitulation Record as a guideline for our analysis.

It is clear the Tamika’s major strength is that of word recognition; she has scores of 100% through the fifth grade on the Flash word lists. In addition, she obtained an MMI of 100% on all three passages she read orally. But the discrepancy between Tamika’s word recognition abilities and her comprehension of text reveals a potentially serious problem with her greatest difficulty linked to inferential thinking.

Consequently, we need to analyze Tamika’s responses to inferential and critical response items in turn to see if there are patterns that can help us instruct her more effectively. At the second grade level following silent reading, Tamika responded incorrectly to two **critical response questions**. Her response to the first of these items (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) was, “*She was thinking about how scared she was and that’s why she prayed.*” Tamika misses the point that the item calls for an evaluation of the character’s actions and she responds with only a brief retelling of a literal event in the story. Her answer to the second critical response item (“Do you think the story would end the same way if Jessie took the ride with her mother instead of Aunt Sane?”) once again reflects her reliance upon the text and her failure to recognize the relationship required by the question. Her response, “*No, her mother wouldn’t go on the ride*” was ensued by a follow-up question which emphasized the *if* in the question. Tamika seemed unable to connect background information to the text and hypothesize about the end result of the mother’s fear.

At the third grade oral level, Tamika missed one inferential question and one critical response question. This time her response to the inferential item (“Do you think that David ever got to ride the horses that week?”) appears to be based on speculation without use of related textual information. She responded: “*Yes, his Grandmother wanted him to ride them.*” This response ignores the relevant text information that is needed to address the question. For example, she ignores the fact that David has already accepted the responsibility to continue working in spite of his Grandmother’s attempts to have him reconsider. The examiner, therefore, asked Tamika a follow-up question as to whether she could explain what she meant. Her response to the question was: “*I don’t remember if it said that.*” Her reaction to the critical response item (“Was Grandpa fair to expect David to do so much work that first week? Why?”) again reflects her inability to select the relevant information from the text that would support a needed conclusion. Her response was: “*No—he had to work too hard. He made him do too much.*” But here her response raises the possibility that Tamika’s view of reading may be based on the expectation that answers to all questions are clearly stated in the text.

Tamika’s performance following silent reading at the third grade level reflects even greater difficulty with inferential responses. She responded incorrectly to all three inferential questions. Her response to question three (“Do you think that Jill and her teammates were good friends or not? Why?”) seems to rely heavily upon background information. She responded: “*Yes, they played a lot of games together.*” This response is clearly insufficient and reflects her inability to identify the information from the text that is needed to make and support a judgment. Consequently, the examiner does not make use of a follow-up question. Her response to question four (“How important to Jill was winning the championship game?”) is linked with a detail from the text that does not match the relationship required by the question. She stated: “*Real important; the national anthem made her think of being a pro.*” Here she ignores the many different ways in which Jill’s attention is directed to her own performance and the excuses she makes for it while paying almost no attention to the team’s effort. Again, no follow-up was necessary. Finally, her response to question seven (“Was Jill good at predicting how well her teammates would play?”)

reflects this same type of surface response linked with a story detail that has no connection to the relationship required in the question. She said: “*Yes, she saw the players making mistakes.*” Both of these questions require the ability to select specific textual information linked with a high-level interpretation to complete a logical relationship.

Tamika also missed one of the three critical response questions. Her response to question nine (“Do you think that Jill needs help from her coach?”) again emphasizes her background knowledge. She responded: “*Yes, coaches can help everybody.*” Again we see her inability to select the relevant information from the story that is needed in making a connection between Jill’s actions and the coach’s role; her response relies solely on the coach’s role. She ignores Jill’s excuse-making and her lack of team commitment, dimensions of a player that would be very important to a coach. The examiner seemed concerned about this response and attempted to trigger Jill’s attention to the use of the story to support her response. Tamika responded: “*Not anymore than anybody else*” suggesting that she could not use the follow-up to think differently about the question. Her view of reading does not seem to consider her responsibility to draw conclusions or make judgments about situations.

While we do have a clear indication of Tamika’s difficulty with inferential and critical thinking, we should nonetheless, make a quick check as to how she handled these areas at the fourth grade level when she was clearly frustrated. At this level, Tamika missed two inferential and two and a half critical response items. Again, her responses seemed to be connected to a difficulty selecting and connecting textual information that could be used to support a thoughtful conclusion. She tends to be comfortable getting sufficient textual information to make an inference but she is unable to connect relevant textual information that could serve as the basis of that inference. This same pattern is reflected following silent reading. She missed two of the inferential items and missed all three critical response items. All in all, Tamika’s difficulties with inferences and critical responses appear to be coming from one of two sources: a) the use of vague general statements, which she is unable to support through details in the story, or b) the use of details from the text that have little or no logical link to the question.

But no analysis of comprehension is complete without an examination of the retellings. Tamika provided solid retellings following oral reading at the second and third grade levels. But even at her independent level (second grade), Tamika’s retelling after silent reading suggests a listing of factual information without the logical flow that the cause-effect relationships in the passage provide. After silent reading at the third grade level, Tamika’s retelling is even more disjointed, with omission of three of the five steps that led to the resolution of the character’s problem. Not surprisingly, Tamika’s retellings at the fourth grade level were both weak, with a focus on factual information and a seeming inability to enhance her memory for details by relating ideas one to another in a logical flow.

Our conclusions at the end of our Level Two Interpretation suggest that Tamika is a student who has a strong sight vocabulary and very solid literal comprehending skills. However, she has considerable difficulty with inferential and critical thinking that requires her to draw conclusions or make inferences that are clearly linked with textual information. In response to questions that call for higher levels of thinking, Tamika responds in one of two ways. She either looks for literal information in the text or draws upon pure background with no link at all to the ideas in the text. Because the items call for a combination of textual information with logical thinking drawn from experience, Tamika’s responses are frequently inadequate. Furthermore, Tamika seems unable to respond to the text that she reads. She never offers a spontaneous reaction to the stories she reads. When she is prompted again to tell the examiner what she thought of what she has read, Tamika invariably responds with additional textual information from the passage. It may be that Tamika does not understand her need to think about what she reads.

Level Three: Comprehensive Interpretation

While we have gained some considerable insights into Tamika’s reading based upon the time we spent with her and the time we spent analyzing the data we gathered, the picture is still far from complete. The purpose that will drive the Comprehensive level of interpretation is our need to gain insights from as many sources as possible into those factors that are contributing to Tamika’s reading problems. We begin with the interview with Tamika’s current fifth grade teacher. Her teacher was initially shocked by Tamika’s scores when she received the results of the latest state testing. She had expected that Tamika would receive relatively high scores in reading. Tamika’s score on the multiple-choice section of the test fell into the average range and her score on a reader response task placed her in the below average range. Tamika’s teacher characterized her performance on the tests as a quirk due to a poor testing day. However, she decided that she would talk with Tamika’s fourth grade teacher. The fourth grade teacher reported that Tamika’s score on the district assessment measure had been slightly lower than it had been in the third grade. However, she ignored this data because she believed that Tamika’s classroom work was consistently above average and she felt that day-to-day performance should take precedence over the results of a one-time testing situation.

The Parent Interview revealed that Tamika’s mother, when she received the results of the state assessment, requested a special conference with the teacher. She reported that she was very concerned and upset with Tamika’s test results, particularly because she considers Tamika to be an extremely conscientious student. She reported that

Tamika consistently “walks in the house and immediately does her homework” without any pressure from either parent. She has always regarded this behavior as a reflection of the fact that Tamika enjoyed school and reading. She did recall her conference with the fourth grade teacher after the drop in performance on the district test. She agreed with the teacher that because Tamika’s daily schoolwork contradicted the testing data, it would be better to focus on daily performance. However, she reported that she has waited long enough and that in light of the current results, she wanted Tamika to be tested by the reading specialist.

The reading specialist initiated the testing by conducting the Student Interview. Tamika reported that she was “good at reading” and that reading was “not hard” for her. Nonetheless, there are several of Tamika’s responses that are crucial to the picture that is emerging. First of all, Tamika reported that she had no favorite book or author. The books she reads at home are those that she needs to do her homework. The books she gets at the library are those that she can use to get good grades on her school projects and reports. She did mention that she read several books over the summer in conjunction with the summer reading program sponsored by the school district. Tamika reported that she selected the first three books from the list that she could find at the library and that she completed the assignment as quickly as possible so that she could enjoy the rest of her vacation.

After completing the interview, the reading specialist administered the CRI and we have just reviewed the results she found. Now we can see how the information from the teacher, the parent, and the student can shed much light on Tamika’s performance. Despite the fact that Tamika is conscientious and disciplined, reading seems to be a chore or responsibility to her. She readily accepts the responsibility associated with her school work, but there appears to be little motivation to go beyond the minimum of what is required by academic tasks.

Tamika seems to enjoy the fruits of these efforts as reflected in good grades and positive feedback from parents and teachers. These external rewards seem to contribute to the internal motivation that enables her to maintain her high level of commitment and responsibility to academic success. However, the type of connection that is required of inferential and critical thinking is missing. Nonetheless, given an effective program of intervention, the prognosis for Tamika is very good.

Conclusions

1. Tamika’s view of the nature of reading seems to center on recall of information directly from the text.
2. Tamika’s attitude toward reading seems to be that reading is a chore with little enjoyment or challenge related to it.
3. Tamika appears highly motivated to achieve good grades and praise, but less so to think and respond to text.
4. Tamika appears to have solid parental support.
5. Tamika’s teacher appears to focus her instruction on text-based issues and word recognition and does not appear to ask students for higher level responses.

Planning Diagnostic Instruction

In this case, the reading specialist plans to meet with Tamika’s teacher to discuss the CRI results. Her hope is that when she and the classroom teacher study the type of questions that Tamika consistently missed, they will also review the types of questions used in the classroom. The reading specialist expects to discover that the teacher rarely asks questions that would require the thinking reflected in the inferential and critical questions. The best-case scenario would be a joint plan of instruction, with lessons jointly planned but demonstrated by the reading specialist, that would require a balance in text-based, inferential and critical thinking.

The reading specialist will help the classroom teacher focus on pre-reading discussions with literature that fosters the learners’ connection to characters. It will be very helpful if those discussions are clearly linked with themes embedded in the literature selections. The discussion should help children to identify character traits and discuss the ways in which those traits foster different actions. In this way, Tamika and others will begin to develop an orientation to literature that fosters a personal connection with the lives of the characters. Instruction needs to emphasize the importance of personal reactions to the story so that students have the opportunity to see the different ways that their classmates respond to the same story. The atmosphere of the classroom needs to encourage acceptance of different reactions to the characters and their actions. Reading in that classroom should become an invitation to children to share in the experiences and ideas of a writer as well as the ideas that many readers link to the text.