



QRI Reading Assessment

MATSOL

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Types of assessments

- Universal screening
 - Identify at-risk students
- Diagnostic
 - Determine instructional needs
 - Target instruction
 - Monitor progress

Kinds of assessments

■ Screening

- MCAS
- ACCESS
- DIBELS
- Gates-MacGinitie
- SRI



■ Diagnostic

- DRA
- QRI (Qualitative Reading Inventory)
- Running Records
- QPS (Quick Phonics Survey)
- Writing sample analysis
- Interest inventory

What diagnostic information will I derive from a QRI?

■ Appropriate text complexity (ZPD)

- Instructional level: Not too hard, not too difficult (95% accuracy) Teacher guides instruction.
- Frustration level: Miscues hinder comprehension (>90% accuracy)
- Independent level: Good for practice, fun to read (99% accuracy)

What diagnostic information will I derive from QRI?

- Word recognition at a given text level.
Student reads text aloud.
- Comprehension of text at a given text level with specific content. Oral reading, silent option for rereading.

Information from Oral Reading

- Child's use of phonics
- Child's ability to recognize phonetically irregular words (*aka* sight words, high-frequency words)
- Child's use of language structure cues
- Child's use of meaning (content) cues
- Fluency (rate, prosody)

Understanding of text

- Does S have background knowledge to understand the content?
- Can S answer questions about the text on recall (cold reading)?
- Does S comprehend during oral reading and/or silent reading **with look-backs?**

Kinds of information

- Quantitative information
 - Per cent miscues, per cent comprehension.
 - Helps us choose the text level
- Qualitative information
 - Retelling
 - Answers to questions
 - Written or oral summaries
 - Helps us target instruction

Individual Reading/Language Improvement Plan

- Information for classroom teacher for Tier 1 Intervention
- Information and documentation for supplemental Tier 2 intervention
 - **Additional + Targeted = Acceleration**

What the test does not do?

- Determine whether a student has a disability
- Determine student's reading level in language other than English.
- Caveat: Note possibility of first language interference when analyzing miscues.
 - "Creation of authentic assessment requires looking at how individual languages work and how children develop when they learn to read and write in these languages and in second languages."

---Escamilla and Coady in Hurley and Tinajero, eds (2001), Literacy Assessment of Second Language Learners, p. 57

What does leadership need to do?

- Provide time for intervention teachers to administer individual diagnostic assessments
- Provide time for intervention teachers and classroom teachers to collaborate
- Collect data (ILIP) and analyze data:
 - What is working? What is not?

Sample QRI

- Victoria, native speaker of Spanish
- Arrived two + years ago from Dominican Republic
- Parents speak Spanish
- She is currently in grade 5
- What are her strengths as a reader of English? What has she not yet learned?
- How can I target instruction to accelerate her learning?