

## Protocol for Administration of Scholastic Reading Inventory

- Prepare students for the test - familiarize students with the format of the test. Copy a simple test item and go through the item as a class.
- Prior to the test, make sure students understand how to use the computer interface to complete the test.
- Express to the students the importance of taking the test seriously.
- Do not read the test to the student - it is independent work for them.
- It is recommended that students wear the computer headphones to assist in blocking distractions.
- As students complete a session, have another task for them to do so others may complete their session as well.
- Capitalize on the SRI Reports.
- Have students choose reading materials based on test results.
- Independent reading - 50 Lexiles above to 100 Lexiles below the student's Lexile measure. This will build comprehension skills and acquire new vocabulary while reading independently. It is the optimal range.
- To build fluency and confidence, have students read 100-250 Lexiles below. The reader will experience automaticity with text. Both the vocabulary and syntax the reader encounters are easy.
- To read for a challenge, have students read 50 Lexiles and above the Lexile measure. Only use text at this level if the student has prior knowledge or a deep interest in the subject of the book.

# Protocol for Administration of the Developmental Reading Assessment (DRA) Grades K-3

- Assessments must be conducted by the classroom teacher - information is used to guide instruction.
- Assessments are held in a one-on-one reading conference during the regular instructional day.
- Explain to the students that you want to spend some time with them individually reading together. (Don't make it an event).
- If needed, a recorder may be used for play-back in completing the forms.
- Sit beside the student, not facing them.
- Comprehension **MUST** be at a minimum of 16 (if they barely make 16, don't go to the next level).
- If a student scores below 16 on comprehension, **DO NOT CONTINUE TO THE NEXT LEVEL.**
- Mark the fluency which is on the last page of the student sheets and transfer to the DRA Continuum.
- Accuracy has to be 94% or better **EXCEPT** for Levels A, 1 & 2, which is 90%.
- Complete all information about the student's reading according to the directions on the student sheets.
- On the retelling/comprehension, the student can not look back in the book for answers.
- Transfer all student information to the DRA Continuum Folder.

# Scholastic Reading Inventory

## Protocol for Administering

- Prepare students for the test - familiarize students with the format of the test. Copy a sample test item and go through the item as a class.
- Prior to the test, make sure students understand how to use the computer interface to complete the test.
- Express to the students the importance of taking the test seriously.
- Do not read the test to the student - it is independent work for them.
- It is recommended that students wear the computer headphones to assist in blocking distractions.
- As students complete a session, have another task for them to do so others may complete their session as well. (Computer related tasks are not recommended as they may encourage test-takers to rush through the remainder of the test.)

## Use of Reports

- Independent reading - 50 Lexiles above to 100 Lexiles below the student's Lexile measure. This will build comprehension skills and help them acquire new vocabulary while reading independently. It is the optimal range.
- To build fluency and confidence, have students read 100-250 Lexiles below. The reader will experience automaticity with text. Both the vocabulary and syntax the reader encounters are easy.

- To read for a challenge, have students read 50 Lexiles above their Lexile measure. Only use text at this level if the student has prior knowledge or a deep interest in the subject of the book.

## Reports to help Guide Instruction

### CLASSROOM REPORTS

- GROWTH REPORT
  - Identify how much growth students have made between the first SRI test and the last SRI test in your chosen date range. Choose a Custom Time Period to see students' progress since taking their very first SRI.
- INTERVENTION GROUPING REPORT
  - Group students according to their intervention needs as shown by their most recent SRI score.
- PROFICIENCY REPORT
  - Use this report to see how the performance levels of a group or class compare to its corresponding grade or to the whole school based on the most recent SRI scores.
- READING PERFORMANCE REPORT
  - See how students are performing according to performance standards and other nationally normed information (including NCE).
- TARGETED READING REPORT
  - Use this report to select the right texts for a variety of instructional purposes for each student or for the Group or

Class based on student's latest SRI scores. (Easy, On Level and Challenging)

## **STUDENT REPORTS**

- **PARENT REPORT 1 (ENGLISH OR SPANISH)**
  - Parent Report I, also available in Spanish, introduces SRI to parents or caregivers, summarizes the results of the student's first testing session, and offers suggestions for how parents can help their child build fundamental reading skills at home.
- **PARENT REPORT 2 (ENGLISH OR SPANISH)**
  - Parent Report II, also available in Spanish, reintroduces SRI to parents or caregivers, provides them with an overview of their child's progress, and offers further suggestions for how parents can help their child build fundamental reading skills at home.
- **RECOMMENDED READING REPORT**
  - Share a recommended reading list with students to help them select books both at their level and that interest them.
- **STUDENT ACTION REPORT**
  - Use this report to provide individualized, instructional and independent reading guidance. (Suggestions based on Lexile level of student)
- **STUDENT YEARLY PROGRESS REPORT**
  - Compare how students within a group, class, or grade are performing on SRI to the grade-level proficiency range. (Nice graph to help students easily see progress)