Section 3

Administration and Scoring
of The Critical Reading Inventory

Interviews

Student Interview

In the Student Interviews we distinguish between younger (kindergarten–fourth-grade levels) and older children (5th grade–12th grade), but the overall intent is identical. The interview offers you an opportunity to develop a rapport with the child whom you are about to test. That rapport often spells the difference between a thoroughly enjoyable intellectual interaction with a child or one that is terse or unpleasant. In the course of the interview, you want to encourage the child to relax and to develop a sense of trust in you. For that reason, the interview should be conducted as an informal conversation rather than an interrogation. But at the same time, the questions that you ask are not frivolous and the information that you obtain may be significant when it comes time for you to piece together an educational profile of the child. Not surprisingly, the most significant items for you are often those that ask the child about reading, reading habits, and views of reading. The fact that you also interview parents and teachers gives you an opportunity to compare the children's responses to those of the adults who observe them on a regular basis.

You should record the child's responses to each interview question verbatim in the space provided on the interview form. You may also want to note any other interesting dimensions of the child's behavior in the margins of the form, such as the ease with which rapport was established, the level of confidence with which the child responded, or any signs of anxiety demonstrated by the child.

Parent/Guardian Interview

One objective of the Parent/Guardian Interview is to provide a counterpoint to the child's interview responses. But more important is your attempt to gain some insight into the level of parent awareness of, interest in, and support for the child's efforts in reading. The interview offers opportunities for the parent to react to the type of instruction and support the child is receiving at school as well as to demonstrate a level of awareness of any difficulties the child is experiencing in reading. The parent's responses should provide some idea of the extent of support that the child is receiving at home as well as some insight into the view of reading held by the parent. All of this information can become part of your overall picture of the child in a comprehensive diagnosis of reading performance.

Once again, the interview should be conducted insofar as possible as an informal conversation between a parent and a professional who is very much interested in helping that child achieve higher levels of reading competence. Keep in mind that the interview questions are guidelines, and need not be followed slavishly. If conversations with parents or teachers are providing the information you need, you should feel free to abandon

the interview format. The Parent/Guardian Interview would, of course, be most helpful if it were conducted face-to-face, but you may often find yourself in situations where telephone interviews are the only viable option. Parent responses should be recorded in as much detail as is feasible on the interview form. Any observations about the parent's behavior, such as confidence level, willingness to elaborate, awareness of the child's school performance, and so on can be noted in the margins as well. Again, we emphasize that the interview is not designed as a lockstep procedure. Any follow-up questions that can help clarify responses will enhance the level of information you obtain from interviews. It is also worthwhile at this point to note that you need to avoid being judgmental about what you discover through the interviews. The more objective you remain in your analysis, the more value it will be likely to have for you and for the individuals whom you assess.

Teacher Interview

The Teacher Interview brings the third highly significant player in the child's reading journey into focus. You are most interested in gaining some insight into the teacher's view of reading, the instructional approaches regularly used in the classroom, and the match between that instruction and the child's needs. Ask the teacher to briefly assess the child's ability, attitude, interests, needs, and behavior in the classroom and how these relate to reading. Also ask the teacher to describe the instructional emphases that characterize her classroom, particularly with respect to the assessment of the children's reading comprehension. Your objective is to ascertain the level of the match between the child's needs as you determine them and the instruction that child is receiving on a daily basis.

The teacher interview may need to be conducted via telephone, but personal interviews are always preferable. The interview is best conducted as a conversation between two professionals who have a mutual interest in the academic growth and achievement of a child. Responses should be recorded verbatim on the interview form, as with all interviews, along with any anecdotal observations that you may note in the course of your conversation.

Word Lists: Flash and Untimed

The technique for administering the Word Lists segment of the CRI is fairly straightforward. You will need the Reader's Copy of the word lists to show to the student and the Examiner's Copy of the word lists to record the student's responses. Seated across from or beside the child (experiment here to decide which position is best for you), use a pair of 3×5 cards to expose each word for a 1-second period. We have found over the years that the easiest way to expose the words effectively is to drag the bottom card down the page far enough to expose the first word and then, after a silent count of "one thousand one," to drag the top card down to cover the word. Be sure to cover the word after 1 second; a common error in the administration of this test is the tendency to leave the cards open for longer than 1 second. When that happens consistently, you are no longer gaining an estimate of sight vocabulary, the fund of words that the child instantly recognizes. A video demonstration of the administration of the word lists can be accessed on the CRI website: www.readinginventory.net.

For younger elementary school children, begin the word list assessment at the pre-primer level or, for upper-level elementary children, 2 or 3 years below their current grade level. It is good to begin the test at a level at which most children can achieve success so you will be able to observe them in a more relaxed situation. Of course, if your reader is a junior or senior high school student, beginning at the pre-primer level is not appropriate. If you have reason to believe that your reader is likely to be insulted by a list of very easy words, you will need to make the adjustment and choose a starting point that will, when possible, ensure some level of success. There is, of course, always the possibility that some children will struggle even at the most elementary of levels.

In the interest of time efficiency, it is best to administer the word lists in this way:

1. Begin the Flash test at the point where you have reason to believe that the child will be successful but not insulted (usually 2 to 3 years below the child's grade level). It is always possible, of course, that the child is a nonreader and must begin at the lowest possible level.
2. Continue Flash exposure of words until the child makes a miscue. (Do not bother at this point to record each correct response on the Examiner's Copy of the list.) Remember that if the child self-corrects in response to the Flash exposure of a word, score the response as correct.
3. At the point of the miscue, open the cards that cover the missed word and say, "Let's take another look at that one."
4. While the child is trying to decode the word, record phonetically in the space next to that word in the "Flash" column what the child said in response to the Flash exposure.
5. Record the child's response after the Untimed exposure in the space next to that word in the "Untimed" column.
6. Discontinue the test once the child scores 70% or lower on the Flash portion of the lists.

Once you have selected a starting point, you are ready to begin the test administration. In the interest of conserving time, it is not necessary to pause after each correct response to record a + (+) on the Examiner's Copy of the Word Lists. Instead, record only what the child says that is incorrect; you can always fill in the plus signs later when you score the responses after the entire test has been completed. Some children may become overly concerned that you seem to be recording only when they respond incorrectly. If you see that this is happening, you may wish to place a mark on the line for every one of the child's responses.

During the test administration, if the child gives a response that is different from the word on the list, use the space provided next to that word in the "Flash" column to record what the child said. A phonetic spelling of the miscue will allow you or anyone reviewing your test materials to reproduce the child's performance later when you are analyzing test results. Any response that deviates from what is printed on the list and which is not attributable to variations in pronunciation or dialect is scored as a miscue. If the child responds with "I don't know," then record the letters *DK* in the space provided; if the child does not respond at all, record the letters *NR* for "no response."

Scoring of the word lists means simply calculating a percentage of words on the list that were identified correctly. Because every list has 20 words, the Flash score for a child who identifies 17 of the words in a list would be 85% for that particular level. If the child correctly identifies two additional words in the Untimed segment of the test, simply add those two to the 17 correctly identified words in the Flash portion. Thus the child's score would then be 95% for Untimed for that level.

Oral Reading

Begin the oral reading segment of the CRI at the highest level where the child received a score of 100% on the Flash segment of the word lists. Again, your objective is to arrive at your best estimate of a level that is unlikely to present great challenges because of oral reading and word recognition. Unlike the word lists, the reading segments at each level of the CRI take a good deal of time to administer and if you can acquire even a decent guess at an appropriate starting point, you may save yourself and your readers considerable time and effort. Once you have identified the appropriate level for your starting point, locate the Reader's Copy of the story, present it to the child, and read the introductory statement that accompanies each passage to the child. Note that you are telling the child the topic of the passage but you are not engaging the child's background knowledge relative to the passage or attempting to help the child set a purpose for reading. At this point, you are in diagnostic mode and not in teaching mode and it is of great interest to you to observe for what purpose, if any, the child may read without any prompting. Furthermore, testing in this manner

may predict how children will perform on formal, standardized accountability measures where no activation of prior knowledge occurs.

It is a good idea to use a tape recorder to give yourself a second chance in case you should miss some elements of the reading. Even very experienced test users can find themselves hard pressed to keep up with a rapid reader who makes a significant number of miscues. In any case, it takes considerable practice to master any notation system, but the effort will be worth it in terms of time saved and diagnostic information gathered. For a video demonstration of oral reading assessment, see the website that accompanies the CRI.

Scoreable Miscues

With the Examiner's Copy of the story in front of you, listen carefully to the child's oral reading and carefully note any miscues the child makes in the space provided. Because you are likely to be sharing some of your results with professors, teachers, colleagues and/or fellow students, it is important to learn a common set of notations for different types of miscues. Then, anyone looking at your Examiner's Copy will be able to reproduce the child's responses.

With this in mind, you need to identify during the test administration the miscue types used in the CRI for your miscue analysis. A miscue, once again, is defined as any deviation from the printed test, no matter how major or how minor. You will interpret the proportion of major and minor errors later when you score the measures. Miscues may be classified and noted as follows:

> *Substitutions* The most common type of miscue, a substitution, occurs when a child reads a word that is different from the word in the text. To note a substitution, simply draw a line through the word that was read incorrectly and write the substitution in the space directly above the word. Once again phonetic spellings may be necessary for those occasionally creative substitutions that are not part of our language. *Reversals* are considered a variation on substitutions.

> *Omissions* These occur when the child skips one or more words that are in the text. To note an omission, put an *X* through the word or words that have been skipped.

> *Insertions* These occur when the child includes in the oral reading a word or words that are not part of the text. Note insertions by writing the added words in the appropriate space in the passage and use an editor's carat (^) to mark the place of insertion.

> *Teacher-Provided* Readers who cannot identify words will sometimes wait for help from the examiner. If a child cannot identify a word within a reasonable time span (usually about 5 seconds or so), simply give the word to the child. Then record the event by circling the word that you have provided and writing the letters *TP*. We have found that circling teacher-provided words gives the examiner a useful visual cue to the presence of significant numbers of this particular miscue.

> *Special Cases* Occasionally a child will make *the same error on the same word* time after time throughout the passage. Although you record every instance, you score only the first miscue. So if a child reads *weather* for the word *water* and does so consistently for a total of four times throughout the passage, score it as only a single miscue. If a child *skips an entire line,* score it as only a single miscue although it is, of course, a very serious one.

Nonscoreable Miscues

Several other types of miscues should be noted during the oral reading but not scored. The most important is the *self-correction*. Self-corrections occur when readers notice that what they have said does not make sense or does not fit in with the grammar of the language. As we suggested earlier, self-corrections are indicators that the children are engaging in self-monitoring and that they may be developing or have developed a view of reading as something that must make sense. Consistent self-correction is an indicator that children, even if

Figure 3–1

Sample Miscue
Notations

The child reads:

Spacer was the faster animal in the . . . [waits for examiner to help] . . . jungle. All the
other animals knew that. Spacer made sure of that. He would always say, "No one
can beats me. You are too [long pause] You are too afraid to run!" It was true. No
one wanted to run against Spacer.

Miscue Notations

NS   S   S   O   S
Spacer   *faster*   *TP*   *that*

~~Spencer~~ was the ~~fastest~~ animal in the (jungle). All ~~of~~ the other animals knew ~~it~~.

NS   S   S NS   S
Spacer   *always*   *beats* NS   NS

~~Spencer~~ made sure of that. He would ˄say, "No one can ~~beat~~ me! <u>You are ~~all~~ too</u> // afraid

S   NS   NS
run   *run*   *Spacer*

to ~~race~~!" It was true. No one wanted to ~~race~~ against ~~Spencer~~.

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they are a bit sloppy in their oral reading, at least have a solid view of the act of reading as
something that is supposed to convey meaning. In that respect, even a single self-correction
is significant and must be noted. Because of the speed of the oral reading test and the need
to keep up the pace in noting miscues, you will almost certainly have begun to note the mis-
cue that the child eventually corrects. In the case of a self-correction, mark it with a check
mark or *SC* to indicate that the child has made the correction. Once again, self-corrections
are not scored as miscues.

As noted in the discussion of the word lists, you should not score as miscues
variations in pronunciation or dialect and or miscues children make on *proper names.*
When readers *ignore punctuation marks* and read through the end of a sentence, for ex-
ample, without any change in pace or inflection, note it by circling the skipped punctua-
tion mark. Do not, however, score it as a miscue. By the same token, you may note in the
margins of the Examiner's Copy certain characteristics of the child's oral reading, such as
word-by-word reading where the children read as if they are pronouncing a list of words,
or finger-pointing during reading, or pacing that is very fast or very slow. These notations
will prove useful if you are using the Oral Reading Fluency Rubric to assess the reader's
fluency (see our later discussion of fluency), but again these are not scoreable miscues.
Children will frequently *repeat what they have read* as they try to process information; these
can be noted by underlining each part of the text that is repeated, but they are not con-
sidered scoreable miscues. Hesitations or inappropriate pauses in reading can be noted
with a slash mark at the point of the hesitation as a mark of the overall fluency of the oral
reading. Figure 3–1 shows a sample of miscue notations with additional marks for score-
able miscues (*S*) and nonscoreable miscues (*NS*). For a thorough preparation and instruc-
tion in the scoring of miscues, Windows users should see the self-paced Miscue Scoring
Tutorial available on the CRI website: www.readinginventory.net.

Miscue Analysis: Calculating and Interpreting the RAI and MMI

Scoring for the miscue analysis involves making a decision about the nature of each of the
scoreable miscues the reader has made. For a brief review of scoreable and nonscoreable mis-
cues, see Figure 3–2.

First you must determine whether each scoreable miscue represents an attempt on the
part of the child to maintain the meaningful sense or the grammatical integrity of the sen-
tence. These types of miscues are more positive and less serious than the miscues that occur

Figure 3–2

Summary of Miscue
Scoring Conventions

Scoreable Miscues	Nonscoreable Miscues	
Substitutions/Reversals	Self-corrections	Repetition of words
Omissions	Repeated miscues	Ignored punctuation
Insertions	Proper nouns	Finger-pointing
Teacher-provided	Dialect differences	Subvocalization

when the reader has lost all sense of meaning and language. We recommend that you mark all of these meaning-maintaining miscues with a plus sign (+) in the margin of the line where they occur. Those more serious miscues that fail to maintain sense or linguistic integrity in the passage should be marked with a zero (0) in the margin of the line where they occur.

To perform your calculations and to arrive at a numerical expression of the child's oral reading, simply count the number of miscues (both pluses and zeros). Subtract this number from the number of words in the passage to arrive at the number of words that the child has correctly identified in the context of the reading. Then divide the remainder by the total number of words in the passage, round it off to the nearest whole number, and the result is the Reading Accuracy Index (RAI) percentage for that grade level. It is even easier to refer to the miscue chart that accompanies each passage. Simply find the number of scoreable miscues on the chart; the accompanying percentage will be the RAI.

Then count the number of miscues that violated the meaning of the language (only those that are marked with zeros) and subtract that number from the number of words in the passage. Then divide the remainder by the total number of words in the passage and round off the result to the nearest whole number. This will be the percentage for the Meaning Maintenance Index (MMI) for that grade level. Once again, to simplify the calculation of both the RAI and the MMI, we have included a miscue chart for each reading passage in Form A and Form B. To use the chart, simply look up the total number of miscues (both pluses and zeros) to find the RAI percentage and look up the number of meaning-violating miscues (only those marked with zeros) to find the MMI. Then note the corresponding percentages on your recording form.

Note that the RAI and the MMI are simply screening devices that allow you to identify at a glance any potentially serious problems. They are not designed to replace the more detailed analysis that may be called for if a problem arises. The RAI itself is a fairly simple measure of the faithfulness of a child's oral reading with respect to the text. The RAI makes no attempt to distinguish between incidental miscues that do not change the meaning of the text and those that are more serious. That task is left to the MMI.

For example, a child who makes 10 scoreable miscues in a 200-word passage would have an RAI of 95% (200 words − 10 miscues = 190, ÷ 200 total words). If each of those miscues turned out to be fairly minor variations from the text, and each one indicated an effort to maintain both the sense and the syntax of the language, you would have no miscues that distorted meaning. Thus your MMI would be 100%. If, however, 6 of those 10 miscues altered the meaning of the text, you would have an MMI of 97% (200 words – 6 meaning-violating miscues = 194, ÷ 200 total words).

As the test progresses, pay attention to the reader's word recognition and comprehension levels in order to guide your decisions about whether to continue to test. In the interest of the most efficient use of testing time, you will not have the opportunity to calculate actual scores while the reader waits for the testing to resume. Comprehensive calculations will have to wait until you have completed the testing and you have the opportunity to score all responses and even to listen to tape recordings as needed. But as a rule of thumb, when readers begin to struggle seriously with word recognition and when they begin to comprehend only half of what they read, it is probably time to either end the testing or switch to Listening Comprehension (which is discussed later in this section).

Miscue Analysis Worksheet

The Miscue Analysis Worksheet (MAW) is an optional form that may be used to visually represent patterns in the child's word recognition strategies. It can also indicate at a glance whether there are significant changes in these strategies as the reading material becomes more challenging. Some users of the CRI may find it most useful to facilitate the analysis of miscues by summarizing them on the worksheet.

In order to use the MAW effectively, you must have estimated tentative reading levels for the highest Independent, highest Instructional, and Frustration levels. To facilitate the analysis of miscues, as well as to prepare for the use of the worksheet, we suggest that you use the margins on the Examiner's Copy of the selections to tabulate all miscues.

As a quick review, you should complete the following steps:

1. When you come to a scoreable miscue, determine the extent to which it reflected an attempt on the part of the child to make sense of the text.
2. If the miscue was an attempt to make the reading meaningful, place a plus sign (+) in the margin of the appropriate line in the Examiner's Copy.
3. If the miscue violates the meaning or sense of language, place a zero (0) in the margin of the appropriate line in the Examiner's Copy.

When you complete this process, you will be able to easily tally the scoreable miscues and meaning-violating miscues. Locate those numbers in the Miscue Chart and determine the student's RAI and MMI. In the example shown in Figure 3–3, the first scoreable miscue was a substitution of *faster* for *fastest*. Because the substitution maintained meaning, you would record a plus sign. Keep in mind that teacher-provided miscues reflect no attempt on the part of the reader to use context or make meaning, so they cannot be evaluated from a meaning-making perspective. A teacher-provided miscue is always marked with zero. However, all other miscues must be analyzed to determine if they do reflect attempts to use the context. You then *total all miscues marked with zeros* and locate the number of miscues and the accompanying percentage figure in the Miscue Chart on the Examiner's Copy of the texts. This percentage represents the MMI.

The child reads:

Spacer was the faster animal in the . . . [waits for examiner to help] . . . jungle. All the other animals knew that. Spacer made sure of that. He would always say, "No one can beats me. You are too (long pause) You are too afraid to run!" It was true. No one wanted to run against Spacer.

Miscue Notations	Type		Explanation
			Spacer/Spencer is non-scoreable—proper noun
Spacer *faster* *TP*	+	S	faster/fastest
~~Spencer~~ was the ~~fastest~~ animal in the (jungle.)	0	TP	jungle
that Spacer			
All ~~of~~ the other animals knew ~~it.~~ ~~Spencer~~ made sure	+	O	of
		S	that/it
always *beats*			
of that. He would ˄say, "No one can ~~beat~~ me! You are	+	I	always
	+	S	beats/beat
run			
~~all~~ too // afraid to ~~race~~!" It was true. No one wanted to +		O	all
	+	S	run/race
run *Spacer*			
~~race~~ against ~~Spencer.~~			repeated substitution—non-scoreable

Figure 3–3

Sample Miscue Analysis

Examining Miscues: Using the Miscue Analysis Worksheet

After you have administered the entire test and you have completed the initial calculations of the RAI and MMI, you are ready to perform an even more careful analysis of the miscues that the child has made. The first thing you do is record the miscues that the reader has made at his or her highest Independent, highest Instructional, and Frustration levels in the first two columns of the Miscue Analysis Worksheet (see sample in Figure 3–4). Be sure to record only scoreable miscues in these columns. For those miscues marked with a plus sign to indicate that they are meaning maintaining, place a plus sign in column 3 under *MM*. Because all remaining miscues are those that have violated meaning, put a zero in column 4 under *MV*. Remember that teacher-provided words are always regarded as meaning violating. If any of these meaning-violating miscues are nonwords, place a zero next to that word in column 5 under *Non*.

At this point you have a complete visual display of the reader's miscues and the nature of many of those miscues. It is now a fairly straightforward process to examine those miscues and determine if the reader is using a particular pattern of strategies in the decoding of unknown words. You will want to determine if the reader is (a) overusing phonological clues in decoding, (b) attending to syntactic relationships by substituting nouns for nouns, etc. or (c) utilizing word analysis strategies by attempting to break down words into their smallest component parts. For instance, the example MAW in Figure 3–4 shows that the reader experiences few difficulties at his independent level but uses nonwords frequently when he

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Miscue Analysis Worksheet

Student ____John____ **Grade** ____5th____ **Age** ____10.8____
Highest Independent Level __2nd__ **Highest Instructional Level** __N/A__ **Frustration Level** __3rd__

Miscue	Text	MM	MV	Non	Miscue	Text	MM	MV	Non	Miscue	Text	MM	MV	Non
again	against	+	—	—						hears	heard	+	—	—
I am	I'm	+	—	—						vis—iting	visiting	—	0	0
and	but	+	—	—						ez-citied	excited	—	0	0
growled	groaned	+	—	—						a	his	+	—	—
										ru-sha	rush	—	0	0
										ju-lupt	gulped	—	0	0
										touring	turning	—	0	—
										po-sto-les	postholes	—	0	0
										tru-dy-ing	trudging	—	0	0
										her	to	+	—	—
										early	eager	+	—	—
										too	so	+	—	—
										rep-lied	replied	—	0	0

RAI <u>98%</u>   MMI <u>100%</u>   RAI ____   MMI ____   RAI <u>95%</u>   MMI <u>98%</u>

RAI: Count the number of Scoreable miscues from column 1and use the Miscue Chart for that passage to obtain the RAI.
MMI: Count the number of meaning-violating miscues and use the Miscue Chart for that passage to obtain the MMI.
Non: The number of meaning-violating miscues that were nonwords.
MM: Miscue that represents an attempt to maintain the sense of the text.
MV: Miscue that violated the sense of the text.

Figure 3–4

Miscue Analysis Worksheet

attempts to read at his frustration level. Some CRI users may be able to obtain the same information by analyzing the miscues as they are noted on the Examiner's Copy. But the MAW can be particularly useful for teaching miscue analysis techniques or for simply providing an overview of the bigger picture of an important dimension of the child's reading.

Fluency

Allington (1983) has identified reading fluency as an important factor for reading comprehension. In his view, a child's fluency and automaticity of word identification contributes to comprehension by freeing up mental resources that would otherwise be occupied with word identification. Once these resources are available, readers can then utilize them to concentrate on comprehension and thoughtful response. Fluency is composed of rate, accuracy, and expression and has been cited as an important goal for reading instruction (Allington, 1983, 2001; Rasinski, 1989).

Teachers using the CRI can easily evaluate fluency in a qualitative manner by taking anecdotal notes during the student's oral reading. Particular attention should be paid to the reader's expression, phrasing, and attention to punctuation during oral reading. CRI users can also time oral reading and compare a reader's rate to well-established average reading rate tables (Harris & Sipay, 1990, p. 634). Qualitative analysis and measurement of reading rate can contribute, along with the RAI and MMI, to a thorough assessment of a reader's fluency.

For users who prefer a more structured approach to the assessment of fluency, the CRI includes an Oral Reading Fluency Rubric designed to help users assign a numerical value to a reader's fluency. That same value can be calculated automatically as part of the Automated Scoring and Interpretation Interview (ASII). Oral reading fluency should be assessed at the reader's instructional level, the level that challenges but does not overwhelm the reader. It is difficult to see how the assessment of fluency in response to very easy reading or very difficult reading is likely to add a great deal to the overall assessment of any reader.

But most important, fluency should never be discussed in isolation from comprehension. Although fluent readers often comprehend materials effectively, that is not always the case. Nor is it true that children who are "dysfluent" are necessarily weak in comprehension. Word recognition and comprehension function in a complex interaction that can vary widely among readers. It is tempting to conclude that teachers must teach all readers fluency before they can "free up the resources" to truly comprehend, but such a conclusion would be a profound oversimplification. The interaction between fluency and comprehension is so complex that teachers must avoid conceptualizations that are simple and linear. It is equally tempting to conclude that poor readers need more intensive drill in sound, letter, and word instruction. Research has suggested that good readers are more likely to be given instruction that focuses on meaning (Alpert, 1974; Gambrell, Wilson, & Gantt, 1981) and to have their teachers emphasize the need for oral reading to make sense and sound right (Allington, 1983). In short, fluency assessed apart from comprehension and language is likely to be of little value in contributing to the picture of any reader's functioning.

Silent Reading

Asking children to read passages silently offers them the chance to focus more of their attention on comprehension because they are relieved of the need to demonstrate their ability to pronounce aloud the words in the text. It also offers users of the CRI the chance to observe whether readers can take advantage of the situation and focus more effectively on comprehension. Silent reading forces readers to read without the help that can be obtained through teacher-provided words; it is not unusual for children with severe word recognition problems to demonstrate an inability to deal with text silently. Subvocalization during silent reading is common in such circumstances. But above all, silent reading offers the CRI user the opportunity to observe children reading alone, to note their habits and idiosyncrasies, and to compare their comprehension performance after oral reading and silent reading.

Comprehension Assessment: Retellings

After you have read the introductory statement and the children complete either the oral or silent reading, say "Tell me about what you just read and what you thought about it" and record their retellings verbatim. Note that we specifically ask the child to respond to the text, express an interest in it, or react to the content. We are simply issuing an invitation to do so. It is of vital interest to you to determine if the children see reading as a task that requires them to use their background knowledge and thinking skills. Children who view reading as a passive activity will almost never accept the invitation to comment about "what they thought" of the passage or its content. If they do not, repeat the invitation after the initial retelling as noted on the Examiner's Copy of the test.

We advise you to have a tape recorder available for this part of the test as children who speak very quickly or give a lengthy retelling can severely challenge your hand and wrist strength as you try to write down everything. The purpose of the retelling is to ascertain, without the benefit of the jog in memory that accompanies the asking of open-ended questions, what the child has determined is important enough to remember and how it is organized. When you score the test, you will analyze the retellings both qualitatively and quantitatively as another window into the thinking of the child during and after reading. As an aid to analysis of the retellings, use the unique rubric provided for each story in the Examiner's Copy and look for signs of how the child perceived the structure of the text, the level of importance of the ideas included in it, and any personal response to the text the child may have expressed. You will often gain a great deal of insight into the organizational processes used by the child in your analysis of the child's retelling.

Scoring Retellings

See ASII

Access the Automated Scoring and Interpretation Interview at www.readinginventory.net for scoring help, tutorials, and case studies

Score the retelling by using the scoring guides for both narrative and informational passages on pages __ and __ of this manual in the Examiner's tools section of this manual. In the interest of more efficient use of the examiner's time and more reliable numerical calculation of scores, we have included an Automated Scoring Program as part of the ASII. Users simply indicate on the rubric the presence or absence (or partial presence) of text elements for each passage retold. The program returns the calculated numerical score for the retelling.

As an aid to mastering the technique of scoring retellings, we have included self-paced Retelling Scoring Tutorials on the CRI website. The tutorial provides numerous opportunities to score actual children's retellings and provides instructional feedback on your scoring as well. Video demonstrations of retellings can be accessed on the same website.

Scoring of retellings for narrative and informational passages in the CRI is based on the following point scale: Use the story structure (narrative) or the macroconcept/microconcept structure (informational) rubric to calculate the student's retelling score in Figure 3–5, based on the scoring guide. We suggest that you mark a "+1" next to each text element listed in the rubric that you judge as having been addressed in the retelling. If the category is partially covered, you may find it necessary to award partial credit by marking $\frac{1}{2}$ next to the appropriate text element.

Retelling Rubric Scoring Guide

4 = Complete retelling includes characters, problem/goal, all four steps in the problem-solving process, and a well-supported personal response.

3 = Retelling includes characters, problem/goal, and all four steps in the problem-solving process, but has no personal response.

2 = Retelling includes characters, problem/goal, three steps in the problem-solving process, and some key factual errors or omissions. Add $\frac{1}{2}$ point for a well-supported personal response.

1 = Retelling omits either characters or problem; includes two or three steps in the problem-solving process, but the account is disjointed and includes factual errors or serious omissions. Add $\frac{1}{2}$ point for well-supported personal response.

0 = Provides a title or topic statement but shows no real awareness of the character's problem and how the problem is worked out.

Scores for retellings can range from a low of 0.0 to a high score of 4.0.

Sample Narrative Retelling Rubric

Child's Retelling:
"Spencer brags to the other animals about how fast he is and tries to get them to race so he can brag more. Then a new family moves in and he asks them to race and Annie races him and wins. All the animals were happy? 'cause they thought he would stop bragging but Spencer was mad and he went away. He came back the next day and bragged about how high he could jump and all the animals rolled their eyes and groaned." *Examiner*: "Tell me what you thought about the passage." *Child*: "It was about a cat who bragged a lot."

Scoring and Discussion

This is a very good retelling that includes the key characters, the character's goal, and 4½ steps in the Problem-Solving Process. The reader fails to move annie's disappointment in spencer's reaction. This results in the partial credit score for step 4 in the Problem-Solving Process. The other piece that is missing is the personal response; in its place the reader simply relates a very brief summation of the story.
Score: 2.5

Retelling Rubric

Story Structure:
According to the Scoring Guide, the Starting Score (SS). For this retelling is 2.0. Because the reader has included 4½ steps in the Problem-Solving Process, we add, 5 to the SS to make it 2.5. Without the additional credit of a personal response, however, the final score is 2.5.

1. **Key Characters and Setting:** Spencer, other animals, and Annie who moved into jungle.   +1
2. **Character's Problem or Goal:** Spencer wants to be able to brag about his abilities.   +1
3. **Problem-Solving or Goal-Meeting Process:**
   * Spencer brags and gets others to race with him so that he can brag more.   +1
   * Annie moves in and Spencer races with her.   +1
   * Spencer loses the race.   +1
   * Spencer walks away angrily and Annie is sad because she had wanted a friend.   +1
   * Spencer returns the next day and brags about jumping.   +1
   Any significant factual error(s)?   no
4. **Personal Response:** Any well-supported positive or negative response to the characters   no
   or events in the story or to the story as a whole.

Figure 3–5

Sample Retelling Scoring Rubric

Description of the significance of numerical retelling scores are included in the Scoring Guides found in the Examiner's Tools section of the text. For more examples of retellings and application of scoring critetia, CRI users can consult the Retelling Scoring Tutorial.

The Nature of Retellings

The optimum retelling, that done by our hypothetical ideal reader, includes all of the important elements in the text and also includes a well-supported personal response to the text. This is a rather tall order for most children in that surprisingly few children respond spontaneously to what they read. Most children who are familiar with the concept of an unaided retelling will strive to faithfully reproduce the information that they have read. They will often do so without commenting on whether they enjoyed reading it or not, whether it matched their belief system, or whether they found it in any way interesting. For this reason, you will often find it necessary to remind readers that you would like to hear their personal response.

Although you will use the Retelling Rubric box that accompanies each passage as the first step in assigning a numerical score to each retelling, it is important to emphasize that the retelling is only one piece of information that you can use in the analysis of a child's reading performance. Seldom is the retelling sufficient in itself as a diagnostic tool, although it can offer you glimpses of the child's thinking processes that can be gained in no other way. Retellings are often insufficient in themselves because of extraneous variables that may

affect a child's performance on any retelling. For example, the child's confidence and willingness to elaborate on responses may be affected by the rapport developed with the examiner. If a child is characterized by a fear of making incorrect responses, you may obtain nothing more than minimal retellings from that child. Children with little confidence in their ability to verbalize or explain their answers may score poorly on retellings. Children who are simply unaccustomed to doing a retelling and more comfortable with the memory jog that comprehension questions provide may do poorly as well. In any of these cases, it is not necessarily the child's reading ability that is affecting the retellings. For this reason alone it is important that you verify, insofar as possible, any observations you make in one area of the test with performance in all other related areas. For examples of comprehensive analyses of CRI results, read the case studies available on the CRI website.

Practical Guidelines for Scoring Narrative Retellings in the CRI

Key Characters and Setting

The primary objective of this assessment is to determine if the reader has been able to fit into the retelling the major characters in the story and the general time and place where the story has occurred. There are several issues to be taken into consideration in the scoring.

1. Readers need not recall the name of a character so long as their description makes it clear that they have acknowledged that character. For example, after having read *The Race*, one child talked about "the cat who was really fast and always bragging." She could not remember that the cat's name was Spencer, but her description of the character is unmistakable.
2. The omission of one or even two key characters often results in the awarding of partial credit. For example, in the story entitled *The Vacation*, there are four key characters: Juan, Maria, Mr. Ruiz and Mrs. Ruiz. The omission of any one of these characters would result in a half-credit score.
3. The setting of a story is a part of the core of the story grammar. We need, however, to be sensitive to the fact that many readers imply rather than directly state the elements of the setting. For example, in the story entitled *The Little Fish,* the characters are swimming in the ocean. The reader need not specifically mention the ocean in the retelling but may imply the fact by describing the home of the fish and talking of other fish swimming nearby. In such cases the setting is implied and we can exercise considerable flexibility in our interpretation of the identification of the setting.

Character's Problem or Goal

1. The problem that characters try to resolve and/or the goals that they try to achieve are central elements of any narrative retelling and they are essential to the idea of the story grammar.
2. The most common error in identifying the problem or goal is the incomplete response. Many goals are complex and require more than one proposition in the sample statement in the scoring rubric. For example in *The Race*, Spencer's goal is not only to be the fastest animal but to be able to brag about it. The omission of either element results in a half credit score.

Problem-Solving or Goal-Meeting Process

1. This is one of the most straightforward steps in scoring retellings in the CRI. The user must simply determine whether the step in the process is clearly stated or implied in the reader's retelling.
2. The most common error in scoring steps in the Problem-Solving Process is awarding full credit when only half of the step is stated or implied in the retelling.

For example, in the story entitled *The Roller Coaster Ride,* one step in the Problem-Solving Process reads as follows. "Jessie becomes frightened and she promises she will never ride again." A retelling that includes only that Jessie became frightened qualifies for a score of half credit.

Personal Responses

A Personal Response to a story is defined as a well-supported positive or negative reaction to the characters or events in a story or to the story as a whole. For the most part, the difficulty in scoring the Personal Response hinges on the issue of how well-supported the reader's ideas are. A positive or negative opinion is always easy to come by, but solid support for that opinion is often a different story. A solid Personal Response should make use of elements from the story and draw conclusions that are not stated directly in the story itself. The following guidelines and examples should help you in distinguishing between a scoreable and a non-scoreable Personal Response.

1. Any unsupported statement of opinion about the story is not scored as a Personal Response. The reader who says, "I liked that story. It was funny." Or "That was a stupid story" has not provided support for the stated opinion.
2. A statement drawn from pure experience without reference to other story elements is not scored as a Personal Response. Responses such as "I like this story because I like baseball" or "I went on vacation to Florida once" have not provided any solid link to what went on in the story.
3. A response that links to or identifies with a character or event in a story is scored as a Personal Response. One reader responded to *The Race* by stating, "I like to race like Spencer did but I don't think people should brag like he does." This is a solid response.
4. A generalization or a moral that can be drawn from the story is scored as a good personal response. If a reader responds to *Getting What You Want* by stating. "You should be careful what you wish for," he has clearly grasped the essence of the story.
5. Literary criticism with no support is not considered a Personal Response. Readers who say such things as "I don't like stories with a twist like that" or "It was a good short story but not suspenseful" should not be awarded credit.
6. Responses that restate facts from the story are not credited as Personal Responses. One reader, after reading *Getting What You Want,* stated, "I liked how she entered the contest and the prize was to marry the emperor's only daughter." This reader has done little more than express an opinion and try to support it with information lifted almost directly from the text.
7. A scoreable Personal Response need not be a profound analysis of the underlying significance of a story. All we are looking for is a tendency to think about the story beyond the level of mere recall of details. Of course, we will still assess the depth of a reader's thinking under any circumstances. After reading *The Championship Game*, one reader observed, "I don't really know what lesson she could have learned." This response simply demonstrates the reader's willingness to think about the unstated lessons that the experiences in the story might have taught. That type of thinking is what we hope to see in the Personal Response.
8. We must be on our guard against responses that sound profound but have little support or substance behind them. One young philosopher, in response to *The Championship Game*, stated, "It is something like what I do in my life. I have a lot of championship games." Without a follow-up question to elicit some further explanation of the reader's thinking, it is impossible to award credit for this response.
9. Solid text-to-text connections are scored as successful Personal Responses. But the reader must be able to explain how the connection came about. It is not enough for the reader to say, "This story reminded me of *Snow White*" without explaining how the story did so.

Practical Guidelines for Scoring Informational Retellings in the CRI

Macro-concepts

1. Readers are often more challenged by informational retellings than by narratives, simply because they are more familiar with the stable story structure than with the variety of expository structures they are likely to encounter. Consequently they are under greater pressure to organize independently the ideas they read about in informational text.

2. Macro-concepts are the central ideas around which the content of a passage is built. Since they do not serve the same function as details, they do not have to be recalled verbatim. We can exercise a good deal more judgment and give greater leeway in our interpretation of a reader's retelling when we are dealing with macro-concepts.

3. A frequent error in retellings of macro-concepts is the omission of the logical connectors that link macro-concepts together and form the ideational fabric of the passage.

4. Examiners must be on their guard since informational text is more likely to elicit pure background knowledge from readers than is narrative text. That is, when readers are under stress to recall information, they find it easy to digress, particularly if they have a well-developed background related to the topic in the passage.

Micro-concepts

1. Micro-concepts are, by definition, factual statements that support or elucidate the Macro-concepts that form the conceptual framework of the passage. As such, we need to be a bit more stringent in our interpretation of retellings to insure that the factual underpinnings of key ideas are present.

2. Do not be reluctant to ask follow-up questions. Readers tend to view Informational retellings as a recall of the central topics of a passage. As such, they frequently recall a good deal more than the initial retelling reveals. Remember that an informal reading inventory is a maximum performance test. We want to see what children are capable of and we need not be overly concerned about the "fairness" of test procedures because our purpose is seldom to compare one child to another.

3. The assessment of micro-concepts often provides us with the opportunity to observe the organizational skills of the reader. Look for retellings that are scattered or disjointed as a sign of potential problems with informational text.

4. The retelling on micro-concepts presents a temptation to substitute background knowledge for the information included in the text. Examiners must be on their guard.

Personal Responses

A Personal Response to a passage is defined as a well-supported positive or negative reaction to the ideas or details in the passage or to the passage as a whole. For the most part, the difficulty in scoring the Personal Response hinges on the issue of how well-supported the reader's ideas are. A positive or negative opinion is always easy to come by but solid support for that opinion is often a different story. A solid Personal Response should make use of elements from the text and draw conclusions that are not stated directly in the passage itself. The following guidelines and examples should help you in distinguishing between a scoreable and a non-scoreable Personal Response.

1. Any unsupported statement of opinion about the passage is not scored as a Personal Response. The reader who says, "I liked that passage. I don't know anything about that" or "That was boring" has not provided support for the stated opinion.

2. A statement drawn from pure experience without reference to other passage elements is not scored as a Personal Response. Responses such as "I like this one because I like bears" or "I saw a Beluga whale once" have not provided any solid link to what went on in the passage.

3. A response that links to or identifies with ideas or details in a passage is scored as a Personal Response. One reader responded to *The Immigrants* by stating, "My grandfather was an immigrant and he was mistreated just like the people in the passage." This is a solid response.

4. A generalization or a moral that can be drawn from the story is scored as a good personal response. If a reader responds to *Child Slaves* by stating, "Laws should protect people who can't fight for themselves," she has clearly grasped the essence of the story.

5. Literary criticism with no support is not considered a Personal Response. Readers who say such things as "I don't like to read about ants" or "It was good but it didn't have enough information in it" should not be awarded credit.

6. Responses that restate facts from the story are not credited as Personal Responses.

7. A scoreable Personal Response need not be a profound analysis of the underlying significance of a passage. All we are looking for is a tendency to think about the text beyond the level of mere recall of details. Of course, we will still assess the depth of a reader's thinking under any circumstances.

8. We must be on our guard against responses that sound profound but have little support or real meaning behind them. Without a follow-up question that might elicit some further explanation of the reader's thinking, it is impossible to award credit for this kind of response.

9. Solid text-to-text connections are scored as successful Personal Responses.

Comprehension Questions

You then ask the comprehension questions that accompany each passage in the order in which they occur. For each question, record the child's response verbatim in the space provided on the Examiner's Copy. This is another instance of furious writing on your part, but it is well worth it in the long run. We have found that at this point a tape recorder provides an excellent and necessary backup. It is an impossible task to try to rely on your memory when it comes time to analyze the child's performance on the CRI. You can take one shortcut, however: If the child's response is the same as the suggested sample response that accompanies each item, simply underline that part of the suggested answer that the child used. This is likely to save you at least some writing, particularly for the literal items for which there is usually only one correct response.

Another major difference between the CRI and most standardized tests is the extensive use of open-ended questions. Open-ended questions are really an attempt to open a window to the child's thinking processes. In the course of responding to open-ended questions, however, children may be vague, evasive, fuzzy in their thinking, or simply lacking in confidence in their ability to express themselves verbally. In these cases the examiner is encouraged to ask follow-up questions to try to elicit more information or more clarity from the children. When you do ask a follow-up question, you should note the question by a circled question mark when you are recording the child's responses. Then record the child's response to the follow-up immediately after the question mark. Because the CRI is an assessment that attempts to measure the maximum performance of the reader, give the child credit for any correct answers given in response to a follow-up (see Figure 3–6).

A need for many follow-up questions may be evidence of imprecise thought or expression that may be addressed in your instructional plan for that child. In order to know when it is appropriate to ask for more information, it is essential that the examiner be familiar with the CRI selections and the range of acceptable answers for the comprehension questions. For this reason, you are likely to become a more effective diagnostician the more you administer the CRI. If you are a beginner with the CRI, time allotted for reading and studying selections, questions, and sample responses will be time well spent. The more familiar you are with the test materials, the more efficient and effective your testing will be.

Figure 3–6

Sample Follow-Up
Questions on the CRI

Example 1
In the second-grade story titled "The Race," the child is asked "What did the animals do when Annie won the race?" She responds, "They were happy." The examiner notes that the child is correct based on the information in the story but that she has not really addressed the text-based question about what the animals *do*. The examiner follows up with a question: "Good, but can you tell me what the animals did that let you know they were happy?" When the child responds "They cheered her," the examiner records the response as correct.

Example 2
In the same story, the child is asked, "Do you think this was the first time Annie had ever raced against anyone?" She responds, "No, because she knew she would win." This response hints that it was confidence behind Annie's smiling acceptance of the challenge to race, but the link is not clear. Thus the examiner follows up with the question: "But why would Annie think she would win?" When the child responds with "She had probably raced other people before and so she knew she was fast," the logical link is complete.

And because your time with any given child may be limited, you will need to be aware of testing techniques that make the best use of that time. An examination of the follow-up questions noted in the case studies on the CRI will also be helpful to you in identifying appropriate times to ask follow-up questions.

In a typical administration of the CRI, once you have completed the comprehension check for an oral reading selection for a particular grade level, you progress immediately to a silent reading selection at that same grade level. Once again, you *use the printed introductory statement to introduce the reading* and then you observe while the child reads silently. At this time you may note any behaviors are worthy of note, such as subvocalization, finger-pointing at words and lines, unusually fast or slow pace of reading, and so forth.

The comprehension check after silent reading is identical to that following oral reading. That is, you ask the child for a retelling and then follow with the open-ended comprehension questions. A sample administration of the CRI is included on the DVD that accompanies the test manual.
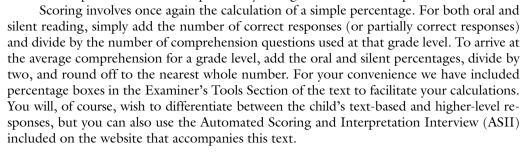
Scoring Comprehension Questions

Scoring comprehension questions can range from the very simple to the very complex, depending on the nature of the reader's responses. Most scoring of text-based items is quite straightforward; either the child remembers the details or does not. One notable exception occurs when readers interpret a text-based question as calling for an inference or critical response. A follow-up question redirecting the reader to "what the *passage* said" is usually very effective in eliciting an appropriate response. But inference and critical response items can often be quite another matter. Even in those inference items that have a single correct response, the range of creative ways in which the children can express their ideas can often present a challenge to scorers.

For this reason, we include sample correct responses in the Examiner's Copy for each item in the CRI, but we encourage you not to follow them slavishly. They are by no means the only answers that can be correct. Often you will find yourself considering a logical interpretation of both the question and the response. This individual variation in scoring is the most often cited weakness of any informal reading inventory, but it is also its most valuable strength. You simply need to keep in mind that the ultimate objective for CRI users is to gather diagnostic information that will make your instructional program more effective in the long run.

Scoring critical response questions can be even more challenging than scoring literal and inferential ones. A good answer to a critical response item is one that provides solid and logical support for one's ideas. It is not sufficient to answer a critical response item by stating an opinion; in the CRI, opinions are of no consequence unless readers can back them up with reasons. It is up to you to make judgments about the extent to which readers have

supported their responses. The completion of the self-paced Comprehension Item Scoring Tutorial (available on the website that accompanies the CRI) will go a long way toward developing your skill and confidence in scoring comprehension responses.

As we have noted, you may at any time choose to ask children follow-up questions in search of more complete or precise responses. Readers are not penalized when they arrive at a correct response as a result of a follow-up. We are interested more in gaining insights into how the child is thinking than in the "fairness" of the scoring. You are also free to assign partial credit to any of the child's responses. It is often possible for the examiner to recognize in retrospect that a child's response may be logical but also incomplete.

Scoring involves once again the calculation of a simple percentage. For both oral and silent reading, simply add the number of correct responses (or partially correct responses) and divide by the number of comprehension questions used at that grade level. To arrive at the average comprehension for a grade level, add the oral and silent percentages, divide by two, and round off to the nearest whole number. For your convenience we have included percentage boxes in the Examiner's Tools Section of the text to facilitate your calculations. You will, of course, wish to differentiate between the child's text-based and higher-level responses, but you can also use the Automated Scoring and Interpretation Interview (ASII) included on the website that accompanies this text.

See ASII

Access the Automated Scoring and Interpretation Interview at www.readinginventory.net for scoring help, tutorials, and case studies.

Practical Guidelines for Scoring Comprehension Questions in the CRI

Text-based Questions

The essence of the text-based question is that it calls for the reader to recall information stated or obviously implied in the text.

1. Occasionally, a reader will respond to a text-based item as if it were calling for an inference. In this case, a simple reminder that the question is looking for "what the story said" is enough to re-direct the reader.
2. Responses to text-based items that include both accurate and inaccurate information are generally scored as $\frac{1}{2}$ credit responses.
3. The sample responses provided in the CRI Manual are only examples and the examiner need not insist on verbatim replication of those responses. Any adequate paraphrases are sufficient for our purposes.

Inference Questions

The effective response to an Inference question involves two elements: it must draw upon information included or implied in the story and it must draw a logical conclusion based on that information. If the reader draw a logical conclusion based solely upon experience, it does not meet the criteria for a scoreable response.

1. Answers drawn from pure experience are described as Quiz Contestant responses in Profiles in Comprehension. It is entirely possible to arrive at answers that are logically plausible but not even suggested in the story. These kinds of responses are never credited as valid inferences.
2. Logical inferences that include both correct information and inaccuracies are generally scored as $\frac{1}{2}$ credit.
3. Difficult inference questions sometimes tempt readers to rephrase the question and attempt to pass it off as a response. Examiners must be on their guard.
4. Vague, fuzzy or unclear responses beg for a follow-up question to allow the reader to clarify the thinking that went into the responses. In the absence of the reader's ability to explain the response, it is scored as No credit.

Critical Response Questions

The Critical Response item forces the reader to take a stand and state an opinion. Of course, the opinion is not nearly as valuable as the support that the reader uses to shore up the response.

1. The reader must draw a logical conclusion that is valid and draws support from the story. When asked if Jill (from *The Championship Game*) had a chance of becoming a professional player, one reader responded in the negative "because Jill is not nice to her team." Being nice to your team has no real connection to one's performance as a player.
2. Struggling readers who are skilled as masking their difficulties sometimes alter the thrust of the question and replay at some length to the new question. Examiners must be on their guard.
3. Vague support for opinions does not qualify for credit.
4. Readers who are unfamiliar with Critical Response questions are sometimes tempted to use platitudes as support for their responses. When asked if he though Mr. Singer (from *The Player*) should let his young son make his own decisions, one reader answered "Yes, because you can do whatever you want to if you try hard." This response simply does not support the opinion.

Administering the Listening Comprehension Test

You should administer the Listening Comprehension assessment of the CRI to those children whose Instructional level is lower than their current grade-level placement. In such cases, administer the Listening Comprehension test by selecting a passage at the grade level where the child is currently placed. Your purpose is to assess whether children are able to comprehend adequately in their current classroom and thus if they are benefiting from oral instruction in the classroom. It is also advisable to use the Listening Comprehension for children whose word recognition problems appear to be overwhelming their ability to comprehend text.

We have found that the easiest way to phase into the listening comprehension test is to simply say to the child, "Because you have read to me it is only fair that I should read to you for a change. When I'm finished, I'll ask you to tell me about what you've heard and I'll ask you questions, just as I did when you read." Then you proceed to read one passage per grade level, followed by a retelling and the comprehension questions.

Lookbacks

It is clear that the practice of taking the text from students and then asking them to retell and to respond to questions about what they have just read taxes the memory. It is equally clear that as diagnosticians teachers want to know how and where readers have allocated their memory resources in response to text. But it is also enlightening to assess the extent to which readers are able to function when the sheer memory task is relieved and they are allowed to look back at the text they have just read. In other words, you want to see if their test performance has been largely due to difficulties with memory or difficulties with comprehension.

And so users of the CRI may wish to expand their assessment to include *lookbacks*. You simply return the text to students after they have responded to all comprehension questions related to the passage. Because a student who has responded correctly to all questions has already demonstrated a solid level of comprehension, you would normally use lookbacks only when a reader has experienced some difficulty with several of the comprehension items. Lookbacks are likely to be particularly helpful in assessing the comprehension of students who tend to respond frequently with "I don't know" or "I don't remember." To utilize lookbacks, simply return the passage to the reader and say, "Let's see if looking back at the passage can help you with some of these questions." Then repeat those questions with which the reader experienced initial confusion. Any additional responses the student makes can be noted on the Examiner's Copy. A simple slash and a notation of *L* will make it easy for you to distinguish between unaided responses and responses that followed lookbacks (see Figure 3–7).

Your objective in utilizing the lookback convention is, of course, to add to your overall diagnostic profile of the reader. During lookbacks, you want to see if the reader is able to use the text in a meaningful way. Some readers will, for example, quickly and easily locate information relevant to the comprehension item, particularly if the item is text-based. Others will struggle and may even read the entire passage in search of helpful information. Some readers will demonstrate clearly during lookbacks that they believed their initial

Figure 3–7

Sample Notations
After Lookback

> **Comprehension Questions**
> 1. Why was everyone in the family excited about the vacation in Florida? Text-Based: It was their first family vacation; first trip to Florida.
>   *I don't really remember.*
>   *L // It was their first trip to Florida.*
>
>   Located information quickly and efficiently.

response to be more than sufficient to answer the question. Still others will read in an attempt to locate answers directly in the text, even when the item calls for them to draw conclusions or respond to ideas in the text. All of these types of behaviors, of course, add valuable information to your overall diagnostic profile of any reader.

It goes without saying that rereading the entire passage in search of answers to questions is a poor strategy and you would normally stop using lookbacks with students who consistently reread passages. You would gain little or no further information about these readers as a consequence of lookbacks.

Comprehension after lookbacks can be considered a more authentic type of assessment as it replicates more closely the kind of reading that a student will normally engage in. But you must realize that lookbacks will provide some readers with clues that their responses are wrong or incomplete. For readers with a great deal of confidence, or readers who project a high level of confidence, the realization that all is not well may be disconcerting. In these cases you would generally stop using lookbacks as well.

Whereas lookbacks may give information that will help in the process of estimating a student's reading level, scores after lookbacks should not be used as the basis for these estimates. The authenticity of such reading is not in question, but the data are simply not available that relate comprehension after lookbacks to actual classroom performance in reading. Nor are traditional criteria for estimating reading levels based on comprehension after lookbacks.

Lookbacks are particularly valuable in the assessment of students who overrely on memory in their attempts to comprehend text. Retellings that include scattered details, significant gaps, or clear attempts at verbatim recall of the text are telltale signs of such readers. If their inferential and critical response comprehension improves significantly after lookbacks, then you can include in their instructional program tools to help them use their memory more effectively. These might include story grammars, graphic organizers, sketch to stretch, the use of sticky notes to encourage self-questioning, or even more extensive prereading activities during instruction. Readers who do well in text-based comprehension but who do not improve in response-based comprehension after lookbacks will require a different approach. They are likely to benefit from prereading that builds on an examination of their own experiences as these relate to the text and their own ideas related to the underlying significance of the text. Such an approach is designed to lead readers to a full-scale reexamination of their view of reading itself.

Using the Recapitulation Record

The Recapitulation Record simply provides a summary of the child's overall performance on the CRI and facilitates some relevant analyses of those scores as well. The Recapitulation Record, as the name suggests, provides a recap of the child's performance that is useful for what we will discuss in Section 4 as numerical interpretation. An examination of the Recapitulation Record can provide you with an overview of any child's performance, but it should actually be used in conjunction with a careful analysis of the child's comprehension responses. The more sources of information you bring to bear on the case, the more effective your proposed program of instruction is likely to be. And, as you will see, there is far more information available in the CRI beyond the numbers alone that can give you valuable insights into any child's strengths and weaknesses in reading. After you have graded and calculated all scores for the CRI, you are ready to begin to fill out the Recapitulation Record. If you prefer, you can access the Automated Scoring and Interpretation Interview (ASII) that

accompanies the CRI. The ASII will perform many of the calculations involved in filling out the Recapitulation Record and allow you to print a clean and professional-looking copy suitable for student records.

Word Lists

If you fill out the Recapitulation Record manually, simply transcribe the flash and untimed percentages you have calculated and place them in the appropriate boxes under the heading "Word Lists" as illustrated in Sample Box 1.

Comprehending and Responding to Text: Oral and Silent Reading

Oral Reading. After you have analyzed the miscues the child made during oral reading, you can calculate an RAI and MMI score for each level the child has completed. Place these numbers in the appropriate columns on the Recapitulation Record (see Sample Box 1).

Sample Box 1 From Recapitulation Record

Level	Flash	Untimed	RAI	MMI
Pre-Primer	100	100	99	100
Primer	90	95	98	99

After you have graded the oral comprehension questions, calculate the overall oral reading comprehension percentage score and put it in the first column as illustrated in Sample Box 2. Then move to the retelling. Place the score you have assigned in the column titled "Retelling Score." Then fill in the number of questions that were correctly answered in each of the three question types.

Sample Box 2 From Recapitulation Record

Oral Comp. %	Retelling Score	Oral Text-Based	Oral Inference	Oral Critical Response
90	2.5	4/4	3/3	2/3
70	1.5	4/4	1/3	2/3

When you have completed the oral comprehension, simply move on to the silent passage and follow the same procedures (see Sample Box 3). Then calculate the average percentage value of the oral and silent comprehension and put it in the appropriate column. Repeat the process for all additional passages, oral and silent. Finally, identify the grade level used for listening comprehension (if administered), and fill in the comprehension percentage and number of items in each category for that level.

Sample Box 3 From Recapitulation Record

Silent Comp. %	Retelling Score	Silent Text-Based	Silent Inference	Silent Critical Response	Average Oral and Silent	Listening Comp. %
80	2.5	4/4	2/3	2/3	85	—
75	2.0	3/4	2/3	2.5/3	70	—

Estimating Reading Levels

After the completion of the recapitulation table, use the recorded data to identify tentative reading levels (see Section 4 for a complete discussion of level setting). We suggest that you use the Betts criteria shown here as the basis for these levels.

Betts Criteria for Estimating Reading Levels		
Level	Average of Oral and Silent Comprehension	Reading Accuracy Index (RAI)
Independent	90%	99%
Instructional	75%	95%
Frustration	50%	90%
Listening comprehension	N/A	75%

Recording Scores in the Analysis Table

Once you have estimated reading levels, you are ready now to transcribe the scores from the Examiner's Copy of the CRI to the Level One Numerical Interpretation tables on the second page of the Recapitulation Record (see Figure 3–8). At this level you will be looking primarily at the story told by the numbers you have gathered and not necessarily at the reasons why the reader obtained these scores. That will occur in the Level Two interpretation. The Level One table is structured to promote a systematic look at the data and to raise some important questions about contrasts in reading performance.

Word Lists and Miscue Analysis

After you have estimated the child's reading levels, transcribe these levels in columns 2, 3, and 4 for the highest Independent, highest Instructional, and the Frustration levels, respectively. Begin with scores from the highest Independent level and transcribe the Flash, the Untimed, RAI, and MMI for that level from the main body of the Recapitulation Record. Then retrieve the number of self-corrections and the number of nonwords from the record of miscues in the Examiner's Copy for that level. The same data will be included on the Miscue Analysis Worksheet if you used that instrument. Repeat this process for the highest Instructional and Frustration levels.

When this part of the table is complete you will see at a glance the contrast between the child's performance with words in isolation and words that the child has encountered in the context of actual reading. This part of the table will also facilitate the contrast between attempts to make meaning and failure to do so, with particular attention to the use of nonwords. These contrasts are designed to provide insight into the child's view of reading.

Recording Comprehension Scores and Retellings

For this part of the analysis, transcribe the oral and silent comprehension percentage score for the independent level and average the two. Then take the oral and silent retelling scores for the same level and average the two. Repeat this process for the instructional and frustration levels.

The key contrast that this part of the table is designed to highlight is the difference that might exist between the child's unaided recall of the text (the retelling average) and the structured assessment provided by specific comprehension questions. You can also compare at a glance the differences that might exist between the child's oral and silent reading comprehension. This contrast is becoming increasingly important as national, state, and local measures rely more and more on silent reading as their means of assessment. Any significant changes that occur in the child's pattern of comprehension between independent and instructional or even frustration levels can be invaluable in setting up an effective program of instruction for the child.

Level One Numerical Interpretation

Level	Highest Independent Level			Highest Instructional Level			Frustration Level		
Word List and Miscue Analysis	Flash ___	Untimed ___	RAI ___	Flash ___	Untimed ___	RAI ___	Flash ___	Untimed ___	RAI ___
	MMI ___	SC ___	Nonwords ___	MMI ___	SC ___	Nonwords ___	MMI ___	SC ___	Nonwords ___
Comprehension and Retelling Scores		Comp. % ___	Retelling ___		Comp. % ___	Retelling ___		Comp. % ___	Retelling ___
	Oral: ___			Oral: ___			Oral: ___		
	Silent: ___			Silent: ___			Silent: ___		
	Average: ___			Average: ___			Average: ___		
Oral Comprehension, Fluency, and MMI	Oral comp. % ___		MMI ___	Oral comp. % ___		MMI ___	Oral comp. % ___		MMI ___
				Fluency ___					
Question Type		Oral	Silent		Oral	Silent		Oral	Silent
	Text-Based: ___			Text-Based: ___			Text-Based: ___		
	Inference: ___			Inference: ___			Inference: ___		
	Critical ___			Critical ___			Critical ___		
	Response: ___			Response: ___			Response: ___		

Figure 3–8

A Method for Systematically Examining and Comparing Numerical Data From the CRI

Oral Comprehension and the MMI

Transcribe the oral comprehension score and the MMI from the body of the Recapitulation Record for the highest Independent level, the highest Instructional level, and the Frustration level.

This segment of the table facilitates the observation of any discrepancy that might exist between overall comprehension following oral reading and attempts at meaning making on the part of the reader. For example, a child who directs most of her energy toward accuracy and fluency and fails to comprehend effectively may be signaling the teacher about a view of reading that does not include thinking about or responding to text. Although the MMI and oral comprehension are usually quite similar at the independent level, discrepancies at the instructional and/or frustration levels are typically a clear signal for instructional intervention.

Question Type

Transcribe the fractions from the body of the Recapitulation Record for the three different question types for the oral and the silent reading at the independent, instructional, and frustration levels.

This segment of the table is designed to provide at a glance the extent to which comprehension is balanced across the ability to recall, the ability to infer, and the ability to respond. Once again, it is important to look for discrepancies that might exist across different reading levels.

The analysis table on the second page of the Recapitulation Record is the basis for what we will define in Section 4 as the Level One or Numerical Interpretation of CRI data. Although the numbers are largely redundant with respect to the body of the Recapitulation Record, their juxtaposition allows us to isolate issues that will be of the greatest interest during Level One interpretation. In any case, examiners who use the ASII will find the analysis table completed automatically for them.