Preface

NEW TO THE *ARI* 10TH EDITION

The *Analytical Reading Inventory*, 10th edition, offers many new comprehensive, convenient, and time-saving features.

Examiner's Passage and Passage Summary Record Sheets

New, efficient, and thorough **record sheets** have been designed for the *ARI* 10th edition, offering educators a highly comprehensive, yet a **reasonable and easy way** to:

1. record Common Core State Standards (CCSS) data,
2. summarize quantitative and qualitative data,
3. select an instructional focus, and
4. report quantitative and qualitative results.

Long-time *ARI* users will find the new record sheets a welcome revision, and newcomers will find them to be easy-to-use, comprehensive learning tools. The sheets are titled:

> PD **pd** TOOLKIT™
>
> The PDToolkit makes it possible for the A/I E ① ③ ④ Record Sheets to be completed electronically.

- ◗ Assessment/Instruction Element (A/I E) ② Miscues and Cueing Systems Record Sheet
- ◗ A/I E ① ③ ④ Record Sheet with Literature Forms A, B, or C (Prior Knowledge/Prediction, Fluency, Retelling/Summary Statement)
- ◗ A/I E ① ③ ④ Record Sheet with Informational Text, Forms S or SS (Prior Knowledge/Prediction, Fluency, Retelling/Summary Statement)
- ◗ A/I E ⑤ Comprehension Question Responses Record Sheet and Q & Q Passage Summary Record Sheet

The content of each **record sheet** is organized around one or more of the five *ARI* **Assessment/Instruction Elements** (A/I E). The five elements cover the gamut of reading assessment and instruction, and each element is matched with the corresponding Common Core State Standards (CCSS) for English Language Arts. *Section II, Examiner's Passage and Passage Summary Record Sheets Model,* describes each element.

> See Section II, pages 7–14.

- ◗ **A/I E** ① Prior Knowledge/Prediction (qualitative)
- ◗ **A/I E** ② Miscues and Cueing Systems (quantitative and qualitative)
- ◗ **A/I E** ③ Fluency (qualitative)
- ◗ **A/I E** ④ Retelling and Summary Statement (qualitative)
- ◗ **A/I E** ⑤ Comprehension Question Responses (quantitative and qualitative)

The summary record sheets are organized to ensure that you report quantitative and qualitative results for each Assessment/Instructional Element. Quantitative data is expressed in an accuracy percentage. For example, on the Assessment/Instruction Element ② Miscues and Cueing Systems Record Sheet, directly below the passage, the accuracy percentage for each possible miscue is **calculated for you**. On the A/I E ⑤ Comprehension Question Responses Record Sheet, the accuracy percentage for each possible question error is **calculated for you**. You need no calculator! On the Q & Q Passage Summary Record Sheet, the quantitative and qualitative data are summarized. The qualitative data for each element is listed in the textbox entitled, Qualitative Strengths, and is located on the right side of the record sheet. The record sheet's easy-to-use checklist format ensures that you will report comprehensive common core standards data results.

Finally, review the passage and **highlight an instructional focus**. When you **report results,** report directly from the record sheets. Rewriting or transferring data is unnecessary. Your conferences will be thorough, precise, and professional.

ARI Quick Assessments

The *ARI* **Quick Assessments** offer classroom teachers, reading specialists, special education teachers, Title I teachers, and school psychologists comprehensive **Quick Assessments** aligned with the Common Core State Standards. These **time savers** can be used for placement of new students; as a whole-class beginning, middle, and end-of-year assessment, or for periodic progress monitoring of selected students.

Teachers say that the Q & Q Trifold Summary Record Sheet is extraordinarily useful. Summarize the quantitative and qualitative data for each *ARI* Assessment/Instruction Element with the easy-to-use check box format. Finally, directly on the sheet, highlight the reader's instructional focus. At a conference with a student, family members, and other educators, report results directly from the trifold. Rewriting or transferring data is unnecessary.

Sentence Structure

Often there is a mismatch between the sentence structure a reader uses in oral language and what is found in the texts read as classroom or leisure reading material. All *ARI* 10th edition record sheets include sentence structure data collection.

In *Section VII, Transition to Instruction,* recommendations are made for teaching and holding students accountable for the day-to-day use of grammatically correct simple, compound, and more-than-compound sentences. This assessment and instruction accountability is designed to prepare students to meet the challenges found in classroom and leisure reading texts, as well as to improve writing, listening, and speaking skills.

ARI for Your Reference

Section III, ARI for Your Reference, includes a collection of information, resources, and advice about the *ARI.* Some highlights are:

1. Why Is Quantitative and Qualitative Analysis Essential?
2. How Are the Common Core State Standards and the Five *ARI* Assessment/ Instruction Elements Matched?
3. What Are Examiner Assessment Behaviors and Teacher Instruction Behaviors?
4. Do Readers Comprehend Literature Passages Better Than Informational Text Passages?
5. Quick Reference for *ARI* Vocabulary
6. Reader Commitment Reference
7. Reading Levels Graph and % Accuracy Reference

PDToolkit Resource

PD **pd** TOOLKIT™

Accompanying *Analytical Reading Inventory: Comprehensive Standards-Based Assessment for All Students Including Gifted and Remedial*, Tenth Edition, is an online resource site with media tools that, together with the text, provide you with the useful tools you need to administer classroom assessments, summarize data, select an instructional focus, and report results. The PDToolkit enhances your *ARI* learning journey, bringing you in-depth understanding of the information, explanations, and directions found in a particular section of the *ARI*. A PDToolkit margin note directs you to specific resources.

To access the PDToolkit for *Analytical Reading Inventory* for the first time, go to http://pdtoolkit.pearson.com and register using the following code: PDTOOL-RANEE-HORSY-BOGAN-TUBBY-TOUSE.

Currently the following multimedia resources are available:

- Case Study, Reading Levels Independent through Frustration
- Demonstrations
- Practice
- Presentation Charts
- Presentation Models
- Quick Assessments
- Record Sheets
- Templates

The PDToolkit resources support many of the sections within the *ARI*.

Section II: *ARI* Examiner's Passage and Passage Summary Record Sheets Models
This section in the book provides a model of each examiner's passage record sheet. Each model shows how an *ARI* 10th edition record sheet makes it easy to record comprehensive Common Core State Standards quantitative and qualitative data. The PDToolkit models are intended for presenters to use during workshops and lectures.

Section IV: Directions—Reading Levels Independent Through Frustration
This section in the book contains directions for how to administer the *ARI*. A mix of demonstrations, practice sessions, presentation charts, record sheets, and templates in audio, video, PDF, and Word formats accompanies this section.

Section V: Directions—Summarize Data, Identify Instructional Focus, and Report Results
This section in the book contains directions for summarizing data, selecting an instructional focus, and reporting the data. Videos accompany the directions, demonstrating how one examiner "talks through" case study and Quick

Assessment passages to summarize data, select an instructional focus, and prepare for a conference.

Section VI: Quick Assessments
This section in the book includes directions for administering two types of Quick Assessments, one with *ARI* passages, and the other with classroom reading materials. The accompanying PDToolkit resources include videos of benchmark readers, showing how an examiner administers Quick Assessments, summarizes data, selects an instructional focus, and conducts a student/family member conference. An audio clip provides practice as you learn how administer a Quick Assessment and summarize the data. Also included are electronic templates intended for use with Quick Assessments using classroom reading material.

Section X: Model Case Study—Reading Levels Independent Through Frustration
This section in the book contains written documentation of a fourth grader's case study. Accompanying PDToolkit resources include a audio clips that provide practice for learning how to administer each case study passage. Accompanying videos demonstrate, passage-by-passage, how an examiner summarizes the case study data, selects an instructional focus, and prepares for a case conference.

Section XI: Examiner's Record Sheets
This section in the book contains hard copies of all of the reproducible examiner's record sheets used to administer and summarize *ARI* data. The PDToolkit includes an electronic version of the *A/I E* ① ③ ④ *Record Sheet*, offering the option to record electronically three of the five assessment elements.

PDToolkit Resource

SECTION I

Overview

This section defines the *Analytical Reading Inventory (ARI)*, answers some commonly asked questions about the *ARI*, and briefly overviews each section.

SECTION HIGHLIGHTS

LIKE DOCTORS—LIKE OTHER PROFESSIONALS—LIKE TEACHERS

A competent doctor **assesses** the status of a patient's health in relationship to the **standards** for good health. She **records** and **summarizes** data. Based upon the results, she **identifies** a treatment focus, **reports** the results to a patient and other loved ones, and **prescribes** data-driven treatment. Over time, the doctor **monitors** the patient's progress, and **makes treatment adjustments** when necessary. A plumber, project engineer, carpenter, lawyer, construction manager, CEO, fast-food restaurant manager, auto mechanic, or basketball, football, hockey, baseball, volleyball, and soccer coaches—all successful professionals engage in the same professional process of assessment and data-driven, focused instruction.

As students progress through our K–12 classrooms, the reading requirements, across all content areas, increase in volume and complexity. No matter where you teach in the progression of a student's years in school, in order to do your job with competence, you must know how to match and challenge your students' current preparedness with the reading expectations in your classroom. In relationship to the **Common Core State Standards for English and Language Arts,** you need to find out each student's strengths and weaknesses, enabling you to select the most fitting instruction. Specifically, in relationship to the common core standards, you need to know how to **record data about** a student's current ability to read both literature and informational texts, **summarize the data, identify an instructional focus, and report results** to students, family members, and other professionals. **After providing common core standards–driven** instruction, over time, **you need to monitor** a reader's progress, and **make instructional adjustments.**

WHAT IS THE *ANALYTICAL READING INVENTORY (ARI)*?

The *Analytical Reading Inventory (ARI)* is an informal reading inventory (IRI) designed to determine a student's reading level, and also to establish an instructional plan for improvement. The *ARI* is comprised of a series of literature and informational text reading passages of increasing difficulty, Preprimer through Level 9, and can be used with very young readers through high school readers. The student reads a passage from the Reader's Passages section as the examiner records quantitative and qualitative common core standards data on the Examiner's Passage Record Sheets. The record sheets are thoughtfully organized, making it reasonable and easy to record data, summarize data, identify an instructional focus, and report data directly from the record sheets.

HOW DOES THE *ARI* 10TH EDITION BENEFIT YOU? FIVE IMPORTANT REASONS

1. **The *ARI* 10th edition offers two assessment scenarios.**

    A. **Case Study—Reading Levels Independent Through Frustration** is intended to be used by:
       - educators first learning how to administer the *ARI*, classroom teachers who wish to refresh IRI assessment skills for classroom use, reading specialists, Title I teachers, special education teachers, and school psychologists who must assess a student for special placement.
    B. **Quick Assessments** provide means of collecting in-depth data in **a short amount of time.** These assessments are intended to be used by:
       - classroom teachers, reading specialists, Title I teachers, special education teachers, and school psychologists who already know how to administer the *ARI*. Quick Assessments are used for placement of new students; as whole-class beginning-, middle-, and end-of-year assessments; or as progress monitoring after a period of instructional focus.

2. **Examiner's Passage Record Sheets** are organized into five *ARI* Assessment/ Instruction Elements (A/I E). The five elements cover the gamut of reading assessment and instruction, and each element is matched with the **corresponding Common Core State Standards (CCSS) for English Language Arts**.

   ◗ A/I E ① Prior Knowledge/Prediction
   ◗ A/I E ② Miscues and Cueing Systems
   ◗ A/I E ③ Fluency
   ◗ A/I E ④ Retelling and Summary Statement
   ◗ A/I E ⑤ Comprehension Question Response

   The A/I E ① ③ ④ Record Sheets can be completed electronically. These time-saving record sheets contain the Assessment/Instruction Elements Prior Knowledge/Prediction, Fluency, and Retelling and Summary Statement.

3. The *ARI* **Examiner's Passage and Summary Record Sheets, Q & Q Summary Case Study Record Sheet, and Q & Q Summary Trifold Record Sheet** are thoughtfully organized, making it **reasonable and easy** for you to **record, summarize, and report both quantitative and qualitative (Q & Q) data.** To identify a common core standards instructional focus on the record sheet, merely highlight the common core standards that emerge as an instructional need. To report results, you will talk directly from the conference-ready record sheets. Nothing has to be rewritten or transferred.

4. The PDToolkit is a website accompanying the text that offers the learning tools needed to administer the *ARI*, summarize data, select an instructional focus, and report results. Currently, the following multimedia resources, which include video, audio, Word, and PDF formats, are available: a case study, assessment and summary demonstrations, presentation models, record sheets, practice experiences, presentation charts, quick assessments, electronic record sheets, and other electronic templates.

5. **Common Core Standards Instructional Strategies,** for each of the common core standards matched to Assessment/Instruction Elements, are recommended in *Section VII, Transition to Instruction*, pages 81–104.

WHICH STUDENTS SHOULD BE GIVEN *ARI* ASSESSMENTS?

It is important that teachers record comprehensive common core standards data and monitor the progress of all students: **gifted, remedial,** and **all readers in between**! Readers—**kindergarten through high school**—can be given the *ARI*.

Regardless of their ages or grade levels, readers of all ability are sitting in today's classrooms. They include children who are reading far ahead of their peers, children who are experiencing difficulties as texts become more complex, and children who have been experiencing reading problems since the beginning of school. Because each student's success in school depends on his or her ability to read—across all grade levels, across all content areas—teachers need to know as much as possible about how the students in their classrooms, reading labs, and gifted programs process text.

WHEN CAN *ARI* ASSESSMENTS BE ADMINISTERED?

Forms A, B, C, S, and SS provide multiple passages to choose from, enabling you to administer an *ARI* assessment at the beginning, middle, and end of the school year. Quick Assessments offer flexibility because you can use one or two passages from reading material you are currently using for classroom reading assignments. The templates upon which you type text are found within the PDToolkit.

WHAT IS INCLUDED IN EACH SECTION?

SECTION II *ARI* Examiner's Passage and Passage Summary Record Sheets Model

This section demonstrates how the *ARI* Examiner's Passage and Passage Summary Record Sheets make it reasonable and easy for you to record and summarize qualitative and quantitative common core standards data, identify a common core standards instructional focus, and report results.

SECTION III *ARI* for Your Reference

Use this section as a reference, repeatedly referring to it as you learn how to give the *ARI*, and as you continue to use the *ARI* in your classroom. Topics such as the value of Q & Q analysis, CCSS matched to the five *ARI* Assessment/Instruction Elements, a quick reference to *ARI* vocabulary, List of Passage Titles, and Passage Word Counts are included.

SECTION IV Directions—Reading Levels Independent Through Frustration

This section provides easy-to-follow directions for giving a multi-passage case study assessment, Reading Levels Independent Through Frustration. This section is conveniently organized so you may repeatedly refer to it to acquire the practice it takes to develop your assessment expertise. **PDToolkit resources accompany the direction steps**.

SECTION V Directions—Summarize Data, Identify Instructional Focus, and Report Results

This section includes directions for learning how to summarize data, identify an instructional focus, and report results. PDToolkit videos demonstrate how an examiner summarizes data, identifies instructional priorities, and prepares for a conference.

SECTION VI *ARI* Quick Assessments

As well as multi-passage case study **assessment,** the *ARI* offers classroom teachers, reading specialists, special education teachers, Title I teachers, and school psychologists comprehensive **Quick Assessments** aligned with the common core standards. These **time savers** can be used for placement of new students; as a whole-class beginning-, middle-, and end-of-year assessment; or for periodic progress monitoring of selected students. Teachers say that the **Q & Q Summary Trifold Record Sheet** is extraordinarily useful. **This section is accompanied by a series of videos demonstrating how the Quick Assessments are administered, how to summarize data, how to select an instructional focus, and how to conduct a conference**.

SECTION VII Transition to Instruction

After summarizing the results, you will select an instructional focus. This section recommends common core standards instructional strategies for each Assessment/Instruction Element.

SECTION VIII *ARI* Development and Validation

Considerable effort was devoted toward establishing the content validity and passage-level accuracy of the *ARI* Reader's Passages. This section contains descriptions of field testing done for past editions, readability and vocabulary diversity scores for all *ARI* passages, and other topics.

SECTION IX Appendix

This section includes the answer keys that correspond to each of the *ARI* practice exercises found in *Section IV, Directions—Reading Levels Independent Through Frustration* and *Section VI, ARI Quick Assessments*. It also provides the research references used during the development of the 10 *ARI* editions.

SECTION X Model Case Study—Reading Levels Independent Through Frustration

This section includes a case study model for reading levels independent through frustration. The model offers you the chance to listen to a reader and to practice recording data, summarizing data, identifying an instructional focus, and reporting results. The model supports your learning ease with written documentation and accompanying PDToolkit audio and video resources.

SECTION XI Examiner's Record Sheets

This section includes all reproducible record sheets in one convenient, easy-to-find location. A/I E ① ③ ④ **Record Sheets can be completed electronically. Included are**:

- ◗ **Introduction**
- ◗ **Electronic Record Sheets**
  - ◗ A/I E ① ③ ④ With Literature Forms A, B, or C
  - ◗ A/I E ① ③ ④ With Informational Text Forms S or SS
- ◗ **Q & Q Summary Record Sheets**
  - ◗ Q & Q Summary Case Study Record Sheet—Reading Levels Independent Through Frustration
  - ◗ Q & Q Summary Trifold Record Sheet
- ◗ **Whole Class Record Sheets**
  - ◗ Whole Class Record Sheet—Reader Commitment
  - ◗ Whole Class Record Sheet—Reading Level With Grade Level Text
- ◗ **Examiner' Passage and Passage Summary Record Sheets**
  - ◗ Form A: Word Lists and Literature Passages Preprimer–Level 9
  - ◗ Form B: Word Lists and Literature Passages Preprimer–Level 9
  - ◗ Form C: Word Lists and Literature Passages Preprimer–Level 9
  - ◗ Form S: Informational Text Science Passages Level 1–Level 7
  - ◗ Form SS: Informational Text Social Studies Passages Level 1–Level 7

ARI Reader's Passages

This section is for the reader's use, and includes passages for all forms: A, B, C, S, and SS. The reader reads from the Reader's Passages section as you record data on the corresponding Examiner's Passage Record Sheet. To prepare the Reader's Passages section for use, tear the section out of this book, trim the left edge, three-hole punch it, and place it in a binder.

SECTION II

Examiner's Passage and Passage Summary Record Sheets Model

This section demonstrates how the *ARI* Examiner's Passage and Summary Record Sheets make it reasonable and easy for you to record and summarize qualitative and quantitative Common Core State Standards (CCSS) data, identify a common core standards instructional focus, and report results.

INTRODUCTION

In this section you will review a model of the Examiner's Passage and Summary Record Sheets:

◗ Model 1: A/I E ② Miscues and Cueing Systems Record Sheet (p. 11)
◗ Model 2: A/I E ① ③ ④ Record Sheet (p. 12)
◗ Model 3: A/I E ⑤ Comprehension Question Responses Record Sheet and Q & Q Passage Summary Record Sheet (p. 13)

You will use these record sheets, in all *ARI* forms—Forms A, B, C, S, and SS—to record data and summarize results for each passage read by the reader. The sheets are thoughtfully organized to make **it reasonable and easy** for you to:

1. record CCSS data,
2. summarize CCSS data—quantitative and qualitative (Q & Q),
3. select a common core standards instructional focus, and
4. report Q & Q results.

The content of each **record sheet** includes one or more of the five *ARI* **Assessment/Instruction Elements** (A/I E). Each A/I E is matched to the corresponding Common Core State Standards for English Language Arts. Each A/I E measures quantitative and/or qualitative data.

◗ A/I E ① Prior Knowledge/Prediction (qualitative)
◗ A/I E ② Miscues and Cueing Systems (quantitative and qualitative)
◗ A/I E ③ Fluency (qualitative)
◗ A/I E ④ Retelling and Summary Statement (qualitative)
◗ A/I E ⑤ Comprehension Question Responses (quantitative and qualitative)

ARI Assessment/Instruction Element and CCSS Match

As you review the record sheets on the following pages, notice the dotted-lined textbox located next to each A/I E. This textbox lists the common core standards that match each element. For example, look at the A/I E ① ③ ④ Record Sheet, page 12. Notice that A/I E ④ Retelling and Summary Statement is matched to CCSS Reading Standards #2 and #3, Speaking and Listening Standards #4 and #6, and Language Standards #1 and #4.

In the common core standards document, Reading Standards #2 and #3 (retell; recount key details from a text; determine the central message, etc.), Speaking and Listening Standards #4 and #6 (report on a topic or text; tell story in an organized manner using appropriate facts and relevant descriptive details; speak in complete sentences), and Language Standards #1 and #4 (demonstrate command of conventions of standard English grammar, and produce complete simple and compound sentences) all relate to one another.

In the *ARI,* when you summarize the data from a reader's retelling, you will record and summarize data for reading, speaking, listening, and language standards. Document the data on the Q & Q Passage Summary Record Sheet, page 13, under *Qualitative Strengths* in the checkboxes indicated as:

④ **Retelling and Summary Statement**

◗ Retold All Descriptors
◗ Retold in Order
◗ Vocab. (Vocabulary) Matched Author's
◗ Sentences Com. (Compound) & Grammatical
◗ Sum. (Summary) Statement Adequate

Why the Five Elements Are Called Assessment/ Instruction Elements

Each **Assessment/Instruction Element (A/I E)** measures specific common core standards of English language proficiency. The purpose of assessment is to pinpoint a reader's strengths and needs in relationship to grade–level common core standards expectations. Based upon assessment results, the purpose of instruction is to plan and teach instructional strategies that match the reader's needs. For each A/I E, common core standard instructional strategies are recommended in *Section VII, Transition to Instruction*.

How to Use Each Record Sheet

A/I E ② Miscues and Cueing Systems Record Sheet

On this record sheet you will code the reader's miscues, and document the various types of miscues (**quantitative data**). Also, you will document the reader's use of three cueing systems (**qualitative data**).

Easily summarize the reader's quantitative word recognition accuracy percentage for each possible miscue by using the **already-calculated-for-you** percentages located at the bottom of the record sheet.

A/I E ① ③ ④ Record Sheet

As you can see, three Assessment/Instruction Elements are placed on this record sheet. This sheet is universal in the sense that it can be used for all *ARI* forms (Forms A, B, C, S, SS) and across all passage levels. Each A/I E on this sheet renders **qualitative** data.

There are two versions of this record sheet. Notice that on the A/I E ④ Retelling and Summary Statement portion, page 154, **literature descriptors** are measured. On the other version, page 155, **informational text descriptors** are measured. Retelling descriptors for literature differ from retelling descriptors for informational text; thus, one record sheet is designated for Literature, Forms A, B, or C (p. 154), and one sheet for Informational Text, Forms S or SS (p. 155).

This record sheet can be filled out electronically or written by hand. Many teachers find it faster to type, for example, a reader's retelling. If you choose the electronic version, you will find it within the PDToolkit.

If you choose to record responses by hand, a hard copy of each version is located in *Section XI, Examiner's Record Sheets*. Copy one stack for literature and another stack for informational text, providing you with multiple copies that will last for many assessment sessions.

A/I E ⑤ Comprehension Question Responses Record Sheet

The A/I E ⑤ Comprehension Question Responses Record Sheet shares a page with the Q & Q Passage Summary Record Sheet.

The RIF, PIT, CAR, and EAS types of comprehension questions render **qualitative** data, whereas the number of comprehension question errors renders the **quantitative** data. The score for comprehension question errors is expressed as an **accuracy percentage**. After the final comprehension question, there is a textbox showing the **precalculated accuracy percentage** for each possible question error. Merely count the number of errors and record the corresponding accuracy percentage. No calculator is needed.

Q & Q Passage Summary Record Sheet

On this record sheet, you will **summarize quantitative and qualitative passage data**. You will skim back through all A/I E record sheets, reviewing the reader's responses to each assessment element. Then, fill in the Q & Q Passage Summary Record Sheet, including the following:

1. Enter the already-calculated-for-you **quantitative** word recognition and comprehension accuracy percentages.
2. Highlight, on the Reading Levels graph, the approximate location of the reader's **quantitative** word recognition and comprehension accuracy percentages.
3. Check the boxes under *Qualitative Strengths* that describe the reader's **qualitative** strengths. If you leave boxes unchecked, you are essentially reporting that within the passage, common core standard expectations were not met.

Identify an Instructional Focus

In the *Qualitative Strengths* textbox, based upon the data from the passage, highlight one, two, or three standards that you feel need instructional support. Teach the selected standards for a period of time, and then use a one-passage Quick Assessment to monitor progress. *Section V, Directions—Summarize Data, Identify Instructional Focus, and Report Results* provides thorough directions and PDToolkit provides video support.

Report Results

If you are preparing a case study that includes passage levels independent through frustration, compile the record sheets for each passage, fill out the easy-to-use Q & Q Summary Case Study Record Sheet—Reading Levels Independent Through Frustration, and staple them all together.

If you administered a Quick Assessment, fill out the Q & Q Summary Trifold Record Sheet, and staple all of the record sheets together.

To prepare for a conference, there is no need to transfer the data to another record sheet or to rewrite any data in another format. All documentation is automatically ready for a student, family member, or educator conference.

During a conference, like an expert, talk directly from all record sheets. As you talk through each element, show the reader's actual responses to provide the evidence that supports the results.

A conference report such as this makes the data far more understandable, telling the story about a reader's current status through the expectations of the grade-level common core standards.

Model 1: Assessment/Instruction Element (A/I E) ② Miscues and Cueing Systems Record Sheet

Reader: _Jenny W._   Grade: _4_   Examiner: _M.L. Woods_   Date: _10 September 2014_

CCSS/ARI MATCH
- Reading Foundational #s 3, 4
- know and apply phonics and word analysis skills in decoding
- use context to confirm or self-correct word recognition and understanding

Cueing Systems
- graphophonic
- syntactic
- semantic

Types of Miscues
- omissions
- insertions
- substitutions
- aided words
- repetitions
- reversals

Reading Levels
with calculated % Accuracy

Form C Level 3 Belonging (to) the Club (149 words)
Reader's Passages p. 36

#	Passage	O	I	S	A	Rp	Rv	*Grapho-phonic I M F	*Syntactic Acceptable Unacceptable	*Semantic CM NCM
1	This was the /sign that Jack read /as he stood outside the /									
2	*nay SC* *club SC* neighborhood kids' clubhouse.									
3	FOR NEIGHBORHOOD TIGERS ONLY! *Triggers*		/					IF	A	CM
4	KNOCK ONE(HUNDRED)TIMES *SC*									
5	AND SAY THE SECRET WORD									
6	BEFORE ENTERING!									
7	Jack was a new boy, and he really wanted /to /belong (to the club. *be in*	/	/ /					I	A	NCM NCM
8	"How can I get the kids to agree(to)let me belong X" (he)(thought) *ask*	///	/					I	A	CM
9	Suddenly, he /dashed home and(soon)returned with a bucket of *Soon*	/	/					I	A	slight CM
10	yellow paint, one of black, and /several brushes. He began pounding *some*	/	/					I	A	slight CM
11	on the clubhouse door.									
12	"I'm /knocking one hundred times!" he shouted. "I don't know				/					
13	the secret word," he declared, "but I have something important to tell *said SC*									
14	everyone! I'm the new boy," he explained. "Since the name of your club									
15	is /Tigers, I thought you might want to paint your clubhouse *Triggers* *SC*		/							
16	yellow(with)black stripes!" All the kids thought this was a great idea									
17	and /quickly invited Jack to belong!	5	1	6		1				
		5	1							

13 # Miscues

5 # Self-Corrections

* Miscues were graphophonically similar to word in text, ☑ most ☐ few ☐ no
* Miscues were syntactically matched, ☐ most ☑ few ☐ no
* Miscues maintained author's meaning, ☐ most ☑ few ☐ no

91.3 % Accuracy

Reading Level	IND					Definite Instructional (DI)				Transitional Instructional (TI)				FR
# Miscues	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15+**
% Accuracy	100	99.3	98.7	98.0	97.3	96.6	96.0	95.3	94.6	94.0	93.3	92.6	91.9	91.3	90.6	89.9
		99%				95%								90% & below	

Model 2: A/I E ① ③ ④ Record Sheet

can be done electronically or by hand

Reader: _Jenny W._

ARI Form: _C_

Level: _3_

Date: _10 September 2014_

Title: _Belonging to the Club_

A/I E ① Prior Knowledge/Prediction

Prior Knowledge/Prediction:

1. Read the title and predict what the story is about.

   about somebody who belongs to a club

2. What do you already know about _belonging to a club_?

   R: _My mom belongs to a club._

3. Read the first two sentences and add more to your prediction.

   There's a sign outside this club that says, "For Neighborhood Triggers Only."

Prior Knowledge: ☐ a lot   ☑ some   ☐ none

A/I E ③ Fluency

Fluency: Does the reader...

☐ read smoothly, accurately, in meaningful phrases?

☐ read word-by-word, choppy, plodding? (_more so_)

☐ repeat words and phrases because s/he is:
   ☑ using context to self-correct?
   ☐ trying to sound out words?

☑ use pitch, stress, and intonation to convey the meaning of the text? (_a little_)

☐ use punctuation to divide the text into units of meaning? (_most times_)

☐ ignore punctuation? (_belong on line 8_)

Fluency Rating Scale:

☐ 4 fluent reading/good pace
☑ 3 fairly fluent/reasonable pace
☐ 2 choppy, plodding/slow pace
☐ 1 clearly labored, disfluent/very slow pace

A/I E ④ Retelling/Summary Statement

Retelling:

It's about a boy who wants to belong to a club. And he got some paint and was hanging on the door. He asked the kids if they wanted to paint the place yellow and black. And they thought it was a good idea, and they asked Jack to join.

P: _Why do you think Jack chose yellow and black paint?_

R: _He likes those colors._

Summary Statement:

He wants to belong to the club.

Literature Descriptors:

	All	Some	None
Main Character(s)	☑	☐	☐
Time and Place	☑	☐	☐
Problem	☐	☑	☐
Plot Details/Sequ.	☐	☑	☐
Turning Point	☐	☑	☐
Resolution	☐	☑	☐

Reader's Retelling:
☐ most details, logical order
☑ some details, some order
☐ few details, disorder

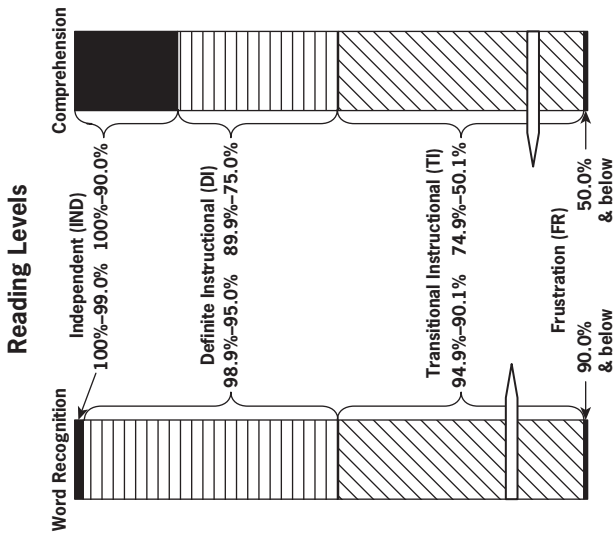**Summary Statement:**
☐ adequate
☑ not adequate

Q & Q Passage Summary Record Sheet

Form C Level 3 Belonging to the Club (149 words)

Reader: *Jenny W.*   Grade: *4*   Date: *10 September 2014*

Quantitative Accuracy   Qualitative Strengths

Reading Levels

Word Recognition

Independent (IND) 100%–99.0% 100%–90.0%

Definite Instructional (DI) 98.9%–95.0% 89.9%–75.0%

Transitional Instructional (TI) 94.9%–90.1% 74.9%–50.1%

Frustration (FR) 90.0% & below 50.0% & below

Comprehension

☐ **Word List** Sentences
Compound (Com.) & Grammatical

① ☐ **Prior Knowledge/Pred.**
☐ Had/Used Prior Knowledge
☑ Prediction from Title Logical
☑ Added to Prediction
☐ Sents. Com. & Grammatical

② ☐ **Miscues/Cueing Systems**
☐ Self-Corrected a Lot
☐ Most Miscues—No Change
    in Meaning (NCM)
☐ Most Used Cueing System…
☑ Graph. ☐ Synt. ☐ Sem.

③ ☐ **Fluency Rating**
☐ 4 ☑ 3 ☐ 2 ☐ 1

④ ☐ **Retelling/Sum. St.**
☐ Retold All Descriptors
☐ Retold in Order
☑ Vocab. Matched Author's
☐ Sents. Com. & Grammatical
☐ Sum. Statement Adequate

⑤ ☐ **Comp. Responses**
☑ RIF ☐ PIT ☑ CAR ☐ EAS
☐ Vocab. Matched Author's
☐ Sents. Com. & Grammatical

☐ **Emotional Status**
☐ Confident

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② **Miscues**

13 # Miscues

93.1 % Accuracy

⑤ **Comp. Ques. Resp.**

3½ # Errors

56 % Accuracy

Self-Corrections ☐ a lot ☑ some ☐ few

Q & Q SUMMARY

With this passage, the reader is at the:

☐ Independent Reading Level
☐ Definite Instructional Reading Level
☑ Transitional Instructional Reading Level
☐ Frustration Reading Level

This ARI passage level is:

☐ **Above** Reader's Grade Level
☐ **At** Reader's Grade Level
☑ **Below** Reader's Grade Level

Model 3: A/I E ⑤ Comprehension Question Responses Record Sheet

CCSS/ARI MATCH

• Reading Literature and Informational Text #s 1, 2, 3, 4

• ask and answer questions with key details (RIF, PIT)

• ask and answer questions that demonstrate understanding (all ARI question types)

• cite strong, thorough evidence for analysis (EAS)

• describe the connections between pieces of information within the text (EAS, PIT)

• determine the central message (RIF)

• determine the meaning of words and phrases as they are used in the text (CAR)

• Speaking/Listening # 6 (see Retelling)

• Language #s 1, 4 (see Retelling)

+ ___ (RIF) 1. Who is the main character in this story? (*Jack*)

– ___ (PIT) 2. Why does Jack want to belong to the club? (*he is the new boy and wants to make new friends*) *He just does.*

+ ___ (CAR) 3. What do you know about the word **belong**? (*to be a member, to have a rightful place*) What does the word **belong** have to do with this story? (*Jack wants to get the kids to agree to let him belong to the club*) *to be in something—Jack wants to be in the club.*

½ ___ (RIF) 4. What did Jack dash home to get? (*bucket of yellow paint, one of black, & several brushes*)

½ ___ (PIT) 5. Why did Jack knock one hundred times on the clubhouse door? (*the sign said to do that; he has something important to tell the club members*) *He had something to tell the kids.*

+ ___ (CAR) 6. What do you know about the phrase **secret word**? (*clubs have a secret password; only members know the word*) What does the phrase **secret word** have to do with this story? (*Jack says he doesn't know the secret word*) *Nobody knows it but the kids in the club. He says, "I don't know the secret word."*

½ ___ (PIT) 7. What was Jack's clever idea? (*because the club's name is Tigers, Jack thought they might want to paint the clubhouse yellow with black stripes*) *He get the paint.*

– ___ (EAS) 8. In your opinion, did it take courage to do what Jack did? (*yes, it's hard to be the new kid and try to make friends*) You think this because the text said . . . (*he wanted to belong so bad that he thought of a clever idea to get the kids to like him*) *because it's hard to ask someone if you can join their club.*

3½ # Errors   *56* % Accuracy

IND = 0 (100%)   DI = 1 (87.5%)   2 (75.0%)   TI = 3 (62.5%)

FR = 4 (50.0%)   5 (37.5%)   6 (25.0%)   7 (12.5%)   8 (0.0%)