**Administering the Jerry Johns Basic Reading Inventory, 12th Edition**

Forms (p. 7)

* All forms can be used to find oral reading, silent reading (Form D is suggested for this), and listening comprehension levels.
* Forms D and E are informational text.
* Forms LL and LI permit a more in-depth appraisal of the student’s ability to read literary or narrative and informational or expository materials. These two passages can be read orally and/or silently.

Reading Levels (p. 10-12)

* Independent Level
	+ Word Recognition: 99% +
		- Few or no repetitions, very fluent
	+ Comprehension: 90% +
* Instructional Level
	+ Word Recognition: 95% +
		- Fluent, some repetitions, few unknown words
	+ Comprehension: 75% - 85%
* Frustration Level
	+ Word Recognition: <90%
		- Word by word reading, many unknown words, lacks expression, slow rate
	+ Comprehension: <50%

Administering and Scoring Graded Word Lists (p. 23)

* What you need
	+ Teacher copy – found in the teacher manual
	+ Student copy – spiral bound book
* Begin with an easy list and move to frustration.
* Student reads through the list at his/her own pace. Put a **+** for correctly read words. Note errors when a word is misread.
	+ Self-corrections are scored as a **–** in the sight column, and a **+** in the analysis column.
	+ Once the list is complete, have the student go back to any misread words to try again. If the word is read correctly, put a **+** in the analysis column.
* Scoring (p. 24)
	+ Count all correct words – both sight and analysis.
	+ Use the suggestions at the bottom of the teacher form to find the student’s ability level.
	+ Continue testing until an independent, instructional, and frustration level is found.

Administering and Scoring Graded Passages

* What you need
	+ Teacher copy – found in teacher manual
	+ Student copy – spiral bound book
	+ Timer
* Begin one level lower than the student’s known independent level.
* Follow instructions on the teacher’s copy to introduce the passage.
* Oral Reading Fluency and Comprehension
	+ Student reads entire passage aloud. Set timer for one minute and mark where the student reads to count wcpm. The student will continue reading through to the end of the passage.
	+ It is recommended NOT to provide the correct word if misread or if the student is unsure, as it can alter the student’s comprehension of the text.
	+ Mark any miscues (p. 28)
		- Substitutions; Omissions; Insertions; Reversals; Repetitions (p. 28 provides examples).
		- Find the accuracy rate:
			* Total Words Read – Miscues= \_\_\_\_ ÷ Total Words Read
				+ Ex: 50 – 4 = 46 ÷ 50 = 0.92 or 92% accuracy
		- Subtract miscues from total words read within one minute to find wcpm.
		- If the student finishes the passage in less than one minute, you can use this formula to find wcpm:

Total # words read correctly \_\_\_\_\_x (multiply by) 60; ÷ (divide by) # of seconds to read passage = wpm

* + Oral Reading Comprehension – Refer to the look-back instructions at the end of this document.
	+ **+** indicates correct response, **-** incorrect response. You can give ½ credit. Underline response given, or record responses.
	+ Use scoring chart at the bottom of the teacher’s copy to find student levels.
	+ Continue assessing until an independent, instructional, and frustration level is found.
* Silent Reading Comprehension- Refer to the look-back instructions at the end of this document.
	+ Choose a form that has not been read orally. Form D is designed specifically for silent reading.
	+ Begin at the highest independent level achieved on the oral reading passages.
	+ Follow the scoring procedure for the Oral Reading Comprehension passages listed above.
	+ Continue assessing until an independent, instructional, and frustration level is found.
* Listening Comprehension- Refer to the look-back instructions at the end of this document.
	+ Choose a form not used for oral or silent reading comprehension.
	+ Begin with a passage around the student’s instructional level.
	+ Teacher reads the passage aloud as the student follows along in the spiral bound book.
	+ Follow the scoring procedure for the Oral Reading Comprehension passages listed above.
	+ Continue assessing until an independent, instructional, and frustration level is found.
* Retelling (p. 30) – can be used in addition to comprehension questions.
	+ Do not allow student to look back at the passage.
	+ Have the student tell everything about the passage. You can encourage the student to provide more information if necessary, or ask questions without prompting specific details.
	+ Record retell in the box provided on the teacher’s copy.
* Writing Prompt (p. 46) – available for use, but not required.
	+ Writing prompts are not intended to be used as a measure of comprehension; rather as an informal way to assess writing fluency, spelling and use of conventions, organization, and relevance to the prompt.
	+ Each form provides a writing prompt that goes along with the passage. If you choose to, have the student write on a separate sheet of paper. Use the provided rubric to score.

Helpful Charts/Information:

Figure 2-1 on p. 25 – Sample of Graded Word Lists

Figure 2-3 on p. 28 – Suggested Method for Recording Miscues

Figure 2-4 on p. 31 – Retelling Evaluation Criteria

Figure 2-5 on p. 33 and Figure 2-6 on p. 34 – Sample of Graded Passage

Figure 2-9 on p. 47 – Reference for Scoring

Figure 2-10 on p. 48 – Rubric for Writing Response

Approaches/Considerations to Look-Backs

* Use the comprehension score without look-backs to calculate the student’s score to determine whether that passage is at the student’s level.
* Look-backs that result in the correct answer should be given half credit. Five or more look-backs in a single passage may be an indication that the student is having difficulty remembering the passage content.
* For the passages in grades 9-12, it may be appropriate to use comprehension scores with look-backs to determine the student’s instructional level.