



Scholastic Reading Inventory™

Interactive Version

Aligns to Reading First Criteria


SCHOLASTIC OFFICE OF EDUCATIONAL ASSISTANCE


The following chart details how *Scholastic Reading Inventory (SRI)*, which is a reading comprehension assessment, addresses these *Reading First* Instructional Assessments criteria:

- Valid and reliable screening, diagnostic, and classroom-based assessments
- Assessments that are aligned with the instructional program and that measure progress in the five essential elements of reading instruction

(Criteria are drawn from the *Guidance for the Reading First Program* and the *Reading First Criteria for Review of State Applications*, United States Department of Education.)

Reading First Criteria	Scholastic Reading Inventory
<p>Valid and reliable screening, diagnostic, and classroom-based assessments</p>	<p>Scholastic Reading Inventory is a computer-adaptive instrument for grades 1-12 that allows educators to quickly and accurately assess reading comprehension, monitor reading progress, and match students to appropriately challenging text. Teachers use test results to help place students at the best level in a reading program so they can read with success. SRI can be administered throughout the school year to help teachers differentiate instruction and monitor student reading growth.</p> <p>The test takes approximately 20 minutes to complete. Students answer comprehension questions based on authentic text passages. The computer-adaptive test steps up or down according to their performance. When the program has gathered enough information on the student's ability level, the test stops. Adaptive testing shortens test-taking time and increases testing accuracy.</p> <p>Teachers receive multiple reading comprehension measures, including a Lexile® measure to evaluate reading ability. Scholastic Reading Inventory is the only school-based reading assessment program that directly reports student reading levels using the native Lexile item format. Percentile rank, stanine, normal curve equivalent (NCE), grade-level standard, and performance standard are also reported. SRI provides full data export capabilities to disaggregate data for the purpose of helping schools meet accountability requirements.</p> <p style="text-align: right;"><i>(continued)</i></p>

Reading First Criteria	 Scholastic Reading Inventory
<p>Valid and reliable screening, diagnostic, and classroom-based assessments, Continued</p>	<p>SRI has been the subject of four scientific validation studies. The SRI research ranges from a norming study with a sample of 512,224 students to an analysis of gender, race, and ethnic differences among 19,000 fourth through ninth grade students. High correlations with many standardized tests, such as the Stanford Achievement Test and the North Carolina End-of-Grade Tests of Reading Comprehension, strongly validate SRI as a measure of reading comprehension. (A <i>Technical Guide</i> for SRI that contains full details on the validation studies can be requested.)</p> <p>SRI has been administered to over 3,000,000 students between grades 1-12 over the past five years.</p>
<p>Assessments that are aligned with the instructional program and that measure progress in the five essential elements of reading instruction (phonemic awareness, phonics, vocabulary, fluency, and comprehension)</p>	<p>Of the five essential elements of reading instruction, SRI tests comprehension of written literature. All 3,000 questions in the item bank are based on passages from authentic children’s literature in fiction and nonfiction, as well as excerpts from young adult and classic literature, newspapers, and magazines. SRI does not require prior knowledge of ideas outside of the assessment passages. Passages require students to make inferences, draw conclusions, and demonstrate vocabulary knowledge in context, among other higher-order thinking skills.</p> <p>Through SRI, teachers generate customizable, actionable reports to aid instructional planning and monitor growth.</p> <p>Progress Monitoring</p> <ul style="list-style-type: none"> ▪ The <i>Growth Report</i> measures reading progress during a specific time period by comparing student scores for any two testing sessions. ▪ The <i>Student Yearly Progress Indicator</i> compares the student’s SRI reading performance over time against the grade-level proficiency range. ▪ The <i>Yearly Progress Indicator</i> displays how students in a group, class, or grade are performing compared to their grade-level proficiency range. ▪ The <i>Proficiency Report</i> compares the performance standards of a group or class against those of all students in the grade and school to measure progress and set reading achievement goals. ▪ The <i>Student Progress Report</i> shows a student’s scores on multiple SRI tests. ▪ The <i>Reading Performance Summary</i> provides a snapshot of any class or group’s SRI results. <p style="text-align: right;">(continued)</p>

Reading First Criteria	 Scholastic Reading Inventory
<p>Assessments that are aligned with the instructional program and that measure progress in the five essential elements of reading instruction, Continued</p>	<p>Instructional Planning</p> <p>The <i>Targeted Reading Report</i> establishes the student's Lexile reading ranges for text difficulty—Easy, Average, and Challenging. This report allows teachers to match books to students. Average-level texts are best for instructional purposes and for students to practice strategies. Teachers may choose Easy text when introducing new content and for students to build fluency and gain confidence. Students can read Challenging books if the text is accompanied by more intensive instructional support or if the students are highly motivated and interested in the topic.</p> <p>Diagnostic</p> <p>The <i>Student Action Report</i> provides a diagnostic narrative of each student's achievement and recommendations for teaching strategies customized to the student's grade level and reading abilities. The report features an actionable reading placement chart that displays the reading level at which the student will have independent mastery, as well as the reading level that will provide opportunities for instructional growth.</p> <p>Intervention</p> <p>The <i>Intervention Grouping Report</i> targets students for intervention and instructional purposes by identifying students' performance standards—Beginning Reader, Below Basic, Basic, and Advanced & Proficient—and grouping them accordingly for immediate action.</p> <p><i>Alert</i> reports help identify students who need additional support.</p> <p>The Lexile Framework® for Reading</p> <p>SRI uses the research-based Lexile Framework for Reading, which assigns both readers and text a Lexile measure based on a common scale. Developed by MetaMetrics, Inc., the Lexile Framework allows educators to more accurately match students to appropriately leveled text. Targeted reading enables students to comprehend what they read, build their vocabulary by reading words in context, respond to text, and improve their independent reading skills. Students gain reading confidence, read more, and experience success.</p>