

“Oh, the Places *They*’ll Go...”
SRI at Santa Cruz International School (SCIS)

All those involved in educating children—parents, teachers and librarians, are constantly in search of ways to get through to them, by inspiring and motivating them to be and become better human beings. Our school walks this learning path.

Being an international school with a community of families from so many different countries and cultures has created a diverse and unique atmosphere of which we are grateful to be a part. Our contribution to our students' educational development is to provide them with tools that will allow them to enrich their lives and the lives of those around them.

In doing just that, our Middle School Coordinator and English teacher, Melisa Santa Cruz, implemented a computer-adaptive reading assessment program called [Scholastic Reading Inventory \(SRI\)](#), which allows educators to quickly and accurately assess reading comprehension to inform instruction and match students to appropriate text using the [Lexile Framework[®] for Reading](#).

In our previous program, the 6th, 7th and 8th grade students had to read one novel as a class and their corresponding work relied on vocabulary and tests, oral multiple choice comprehension tests, and written responses. The results were poor, showing low scores on all exams with the exception of the oral exams. Even the lessons on study skills we tried proved to be ineffective.

As a result, we decided to try a different approach and chose Scholastic Reading Inventory to test *all* students. The Lexile[®] reading levels that were determined by the SRI tests allowed students to select books from our library according to their preference and Lexile[®] level. We now have had more students reading and talking about books! Our students are no longer formally tested on vocabulary and comprehension – they are presenting detailed book reports instead. This way students reflect on literature and are capable of expressing themselves at their individual level while applying literary elements such as setting, characterization, conflict, and plot development to their work.

Scholastic Reading Inventory (SRI) truly allows educators to differentiate instruction, monitor progress, and cater to the individual needs of their students, as opposed to the entire group. Through reading at individual Lexile[®] levels and with specific teacher-led instructions, students are learning to write in a more formal setting and expanding their vocabulary and sentence structure. In addition, our younger students who were commonly using character or setting descriptions inappropriately by directly copying writers' works, are now guided through teacher correction to use the proper quotes or citations. As a result, this practice has produced more valuable academic writing.

Thanks to SRI, now not only are students coming to the library to check out books for

their reading assignments, but they are also developing their own reading interests and selecting books for recreational reading. Books have introduced them to a world of infinite possibilities, free of boundaries and without limits to their dreams. *All* students should be given such opportunities!

Silvana Moscoso
SCIS-Librarian