

## OVERVIEW

**Reading Advantage** provides high-interest fiction and nonfiction selections in magazines at seven different levels: Foundations, A, B, C, D, E, and F. Selections in each magazine emphasize a single theme and are geared to a specific level of reading difficulty. For all levels of **Reading Advantage**, instruction focuses on five essential comprehension strategies and vocabulary skills. Because the levels in **Reading Advantage** vary in difficulty, it is very important to place students in the most appropriate level for reading instruction. This book provides two different assessments—the Group Reading Inventory and the Individual Reading Inventory—to help you make decisions and plan instruction for students.

- To help determine which students should be placed in which levels of **Reading Advantage**, administer the Group Reading Inventory (GRI) to all students.
- For those students whose results on the group test are inconclusive or ambiguous, administer the Individual Reading Inventory (IRI) to gather additional information and help plan reading instruction.

### Description of the Placement Tests

The **Group Reading Inventory** is a group-administered, paper-and-pencil assessment organized in seven parts (*Foundations*, A, B, C, D, E, and F) that correspond to the levels of **Reading Advantage**. Each part has two reading passages—generally one narrative and one informational—and ten multiple-choice items. To ensure that the reading levels in the test match the reading levels in the program, the reading passages in the tests have been excerpted from selections in the actual magazines for **Reading Advantage**. Questions associated with each passage measure the essential reading comprehension strategies and vocabulary skills taught in the program.

The **Individual Reading Inventory** is an informal assessment geared to the seven levels (Foundations, A, B, C, D, E, and F) of **Reading Advantage**. It is designed to be administered to an individual one-on-one. The Individual Reading Inventory has two passages—generally one narrative and one informational—for each level in the program. These passages have been excerpted from selections in the magazines for **Reading Advantage**. At each level, Passage 1 is intended to be read silently by students, and Passage 2 is intended to be read aloud—although you may choose to have students read both passages aloud or read both silently. Accompanying each passage are five short-answer items to be read aloud by the teacher and answered orally by students. These questions measure comprehension strategies and vocabulary skills taught in the program.

### How to Use the Group Reading Inventory

Each part of the Group Reading Inventory is six pages long. All students who will be placed in **Reading Advantage** should take Foundations of the GRI. Students who perform well on Foundations should then take Part A, then Part B, and so on, until they reach their instructional level. To administer the GRI, follow these steps:

- Make a copy of the test, Foundations, for each student. Have students write their names and the date at the top of each page.
- Have students complete Foundations by reading the selections and answering the multiple-choice questions after each selection. Students should mark the answer to each question by filling in the bubble for the letter beside the answer choice.

- When students have completed Foundations, collect the tests. Using the Answer Key on page 8 of this booklet, review each test. Circle the number of each item answered correctly. Then count the number of items answered correctly and write the total in the “# Correct” scoring box at the end of the test. Because each part of the test has ten items, you can find the percent score by multiplying the number correct  $\times 10$ . For example, 7 items correct  $\times 10 = 70\%$ . Write the percent in the “% Score” box at the end of the test.
- Any student who scores 70% or lower on the Foundations part of the test should be placed in Foundations for instruction. For any student who scores 80% or better on the Foundations part of the test, administer Part A in the same way. For any student who scores 80% or better on Part A, administer Part B. For any student who scores 80% or better on Part B, administer Part C. Use the same procedure for Levels D, E, and F. Place each student in the lowest level at which he or she scores less than 80%. Students who score 80% or better on Part F should be placed in Level F.

For any student whose test results seem ambiguous, or if you want to gather more specific information about a student’s strengths and weaknesses, you may want to administer the Individual Reading Inventory at the level you think is most appropriate.

### How to Use the Individual Reading Inventory

Each level of the Individual Reading Inventory (IRI) has two reading passages and two teacher pages. Choose the level(s) of the IRI you want to administer, based on a student’s results and preliminary placement from the Group Reading Inventory. For example, if a student scored 70% on Level B, administer the IRI for Level B. To administer the IRI, follow these steps:

- Make a copy of the two passages at the chosen level for the student. Make a copy of the two teacher pages at that level for your own use.

- Read aloud the directions for Passage 1. Have the student read Passage 1 silently. Then read aloud the five questions for that passage. Have the student answer each question orally, and mark the answer correct or incorrect. For the five questions, mark the total number correct and the percent score in the scoring box at the bottom of the page.
- Continue in the same way for Passage 2, but have the student read the passage aloud. Then read the questions and have the student answer orally. Find the total number correct for the level by adding the number correct on both passages.
- If the student scores 80% or better, you may want to continue with the next level in the same way. If the student scores 70% or lower, place the student at this level and use the information from this assessment to help plan instruction. For example, if the student seems to have difficulty with vocabulary or with reading aloud, then you may want to emphasize these needs during instruction.

On pages 6 and 7 of this book, you will find two scoring charts. The **Student Scoring Chart** on page 6 is designed to help you keep track of test results and placement decisions for individual students. The **Class Placement Record** on page 7 is designed to help you keep track of results and placements for all students you assess.