IRI (Informal Reading Inventory) Testing Report
Upper Elementary Case Study

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Introduction

On March 1 and March 21, 2013, a fifth grade student, Sam, underwent a series of Informal Reading Inventory (IRI) assessments. Sam attends Eisenhower Elementary in the Fraser school district. Sam is ten years old.

Testing Results

At this time, Sam does not appear to have a reading problem. The results of Sam's testing are as follows:

Independent Reading Level: fourth grade

Instructional Reading Level: fifth grade

Frustration Reading Level: sixth grade

Hearing Comprehension Level: fifth grade
(It should be noted that a testing mistake was made when testing for the Hearing Level as it was not tested at the sixth grade level. The best estimate for Sam's Hearing Level is fifth grade, the highest Instructional Level for Sam.)

Word Recognition Testing

Dolch Words

Sam has a pretty good grasp on recognizing the one-thousand Dolch basic sight words, only missing one word (*sleigh*) on the Flashed Word Recognition Word Lists through the third grade level.

<u>Phonics</u>

When testing Sam for Word Recognition, Sam stayed the same or improved when moving from the Flashed column to the Untimed column. At the second and third grade levels, Sam stayed the same (100%, 96%, 100%). As the words became increasingly more difficult, starting at the fourth grade level, her score improved in the Untimed column. This indicates that when Sam is given more time, she is able to use her phonics knowledge to help in figuring out word recognition.

Below is a list of the first ten words that Sam struggled with.

Words Read Incorrectly	
<u>Word</u>	<u>Sam's Reading of the Word</u>
sleigh	slīgh
crouch	croach
occasion	idk (=I don't know)
purpose	propose
sagebrush	sagbrush
cease	keesy
photographers	phōtōgraphers
cartridges	cārtridge
exploit	explŏt
unwittingly	unwītenly

<u>Strengths and Weaknesses</u>

In looking at this list, it can be seen that Sam struggles with words that contain vowel teams and words that may be unfamiliar to her. Long or short vowel pronunciations within a word also give her some difficulty. She does well with most beginning sounds, showing difficulty with the soft *c* sound (*cease*) and some beginning vowel sounds (*occasion*). Sam gets most middle consonant sounds and most ending sounds correct.

<u>Oral Reading Test</u>

<u>Context Word Recognition - Miscues</u>

While Sam read passages orally, most of her miscues were *Substitution* (fourteen, from third – sixth grade) and *Aid given* (ten, from third – sixth grade). As the grade level of the passages increased, the number of errors in these areas also increased. Sam also had two *Insertion* miscues.

<u>Cuing Systems</u>

Sam read *can* for *could*, using meaning and, visual, and structure cuing. Sam read *rēād* for *read*, again, using meaning, visual, and structure cuing. Sam read *of* for *eye*, not using any cuing system.

<u>Fluency</u>

Although Sam did well in reading the passages, she read slowly and a bit choppy, as she used word strategies to try to figure out difficult words.

<u>Comprehension / Strengths and Weaknesses</u>

When testing Sam's oral comprehension, she did an excellent job in understanding the *Main Idea* of the passages, always getting 100% (for all grade levels tested). As the grade level content increased, her scores in the area of *Vocabulary*, *Fact*, and *Inference* decreased. At the sixth grade reading level, Sam scored a 33% in the *Fact* category. I noticed that as I was testing, she would glance back at the passage to search for answers--this may have generated some inaccurate test results for Sam. Sam appeared to be stronger at understanding the overall meaning of the passages as compared to the actual reading of the words.

Instructional Recommendations

Even though Sam does not portray a reading problem, listed below are some possible strategies to help Sam improve her reading abilities.

- Directed Reading and Thinking Activities (DRTA)

- Anticipation Guides

- KWL Charts (what I **K**now, what I **W**ant to know, what I **L**earned)

- Mapping

- Give sufficient time for Sam to read aloud

- Allow plenty of time for independent reading of self-selected books

- Story retelling

- Word games focusing on key phonic problematic areas (vowel teams, etc.)