Whole to Part Reading Assessment
Understanding Individual Instructional Needs

Compare performance across the areas reflected in the Whole-to-Part Model
Silent Reading Comprehension

Word Identification

Language Comprehension

Print Processing
Beyond Word Identification
Stage 1 Diagnosis

• What is preventing this student from reading with comprehension one level higher?

• Use any informal reading inventory
  – graded word lists
  – graded passages with questions

• Compare student’s performance across:
  – Word Identification
  – Listening Comprehension
  – Silent Reading Comprehension
## Graded Word Lists

### Primer Words
- keep
- need
- not
- what
- children
- thing
- was
- animal
- they
- were
- saw
- want
- every
- went
- like
- from
- said
- live
- comes
- help

### Upper Middle School Words
- commissioned
- arduous
- tumultuous
- navigated
- straits
- initiated
- skirmish
- laboriously
- reluctant
- settlement
- crucial
- encyclopedia
- remembered
- rebellion
- ammonium
- opportunity
- emulate
- meticulous
- mantle
- nebula
A Green Frog

A green frog sits on a rock.
It has big back legs.
It can jump up.

It can swim in the pond.
It gets wet.
Besides using plants and animals for food, people use the hides of animals for shoes, the wood from trees to build houses, the fiber from the cotton plant to make skirts and shirts, and the wool from sheep to make suits and coats. Even the synthetic fibers that people use are made from matter found in the environment.

People and the environment are interdependent, but that is not the whole story. Modern people can do much more; they can use science and technology to change their environment. Because of their advanced brains, people can investigate and manipulate their precious environment.
The **Basics** of the Assessment Process
Assessing Word Identification

• Automatic Word Identification (Flash):
  – Assessed using words from graded word lists printed on index cards.
  – Words are flashed for less than 1/3 of a second.
  – 1 point for each word read when flashed.

• Mediated Word Identification (Analysis):
  – Assessed using words that were not read accurately in the flash mode.
  – Students can look at word for 3-5 seconds.
  – 1/2 point for each word read with analysis.

• 17 point total to go on to next level.
mother
need
Word Identification Assessment Modifications

• Use Words
  – Provide 4 words that are visually similar to target word.
  – Say, but don’t show, the target word.
  – Ask, “Show me the word I just said.”
  – Problem: you provide speech, and student links it to print rather than the reverse which children without disabilities are doing.
  – Better than nothing!
Silent Reading Comprehension

- Assess using graded passages from the Informal Reading Inventory.
- Ask student to read the passage “to yourself”
- Take the passage away from the student when finished reading
- Ask the student questions orally and write down oral responses
- Go up and down levels until you reach the highest level at which student is 80% accurate with questions.
Listening Comprehension

- Assess using graded passages from the Informal Reading Inventory.
- Read the passage aloud a single time with good, clear intonation.
- Ask the student questions orally and write down oral responses
- Go up and down levels until you reach the highest level at which student is 80% accurate with questions.
Listen/Reading Comprehension Assessment Modifications

• Write multiple-choice answers to IRI questions.
  – Difficulty is determining plausible, but not confusing, alternatives.
  – After reading questions aloud, read possible responses aloud.
  – Ask, “Show me the best answer.”
hiding from Mom
climbing a tree

playing with friends
working hard
Interpreting Assessment Results to Make Individualized Decisions
What You’ll Do with the Informal Reading Inventory

- Use the Word Lists to assess: **Word Identification**
- Use the passages to assess: **Listening Comprehension**
- Use the passages to assess: **Silent Reading Comprehension**

You will end up with THREE scores to compare.
Compare performance across the components and make decisions about instruction and the use of assistive technologies.
Melissa

• Word Identification: 1\textsuperscript{st} Grade

• Listening Comprehension: 4\textsuperscript{th} Grade

• Silent Reading Comprehension: 2\textsuperscript{nd} Grade
Marika

- Word Identification: Preprimer
- Listening Comprehension: 3rd Grade
- Silent Reading Comprehension: Unable to reach criterion at preprimer level
Jordan

- **Word Identification:** 1\(^{st}\) Grade

- **Listening Comprehension:** 8\(^{th}\) Grade

- **Silent Reading Comprehension:** Unable to reach criterion at preprimer level
Kelly

• Word Identification: 2nd Grade

• Listening Comprehension: 2nd Grade

• Silent Reading Comprehension: 2nd Grade
Kimberly

Fall
Word Identification: 5<sup>th</sup> Grade
Listening Comprehension: 3<sup>rd</sup> Grade
Silent Reading Comprehension: 1<sup>st</sup> Grade

Spring
Word Identification: 5<sup>th</sup> Grade
Listening Comprehension: 3<sup>rd</sup> Grade
Silent Reading Comprehension: 3<sup>rd</sup> Grade
Emma

Fall
Word Identification: 2\textsuperscript{nd} Grade
Listening Comprehension: 2\textsuperscript{nd} Grade
Silent Reading Comprehension: 3\textsuperscript{rd} Grade

Spring
Word Identification: 3\textsuperscript{rd} Grade
Listening Comprehension: 2\textsuperscript{nd} Grade
Silent Reading Comprehension: 4\textsuperscript{th} Grade
Simona

Fall
Word Identification: 1st Grade
Listening Comprehension: 4th Grade
Silent Reading Comprehension: 1st Grade

Spring
Word Identification: 2nd Grade
Listening Comprehension: 5th Grade
Silent Reading Comprehension: 3rd Grade
Filiberto

Fall

Word Identification: 1st Grade
Listening Comprehension: 7th Grade
Silent Reading Comprehension: 2nd Grade

Spring

Word Identification: 3rd Grade
Listening Comprehension: 8th Grade
Silent Reading Comprehension: 6th Grade
Determine the Strength

- If \textit{word id} is highest, then it is the strength.
- If \textit{listening comprehension} is highest, then language comprehension is the strength.
- If \textit{silent reading comprehension} is the highest, then print processing is the strength.
- If there is a tie and \textit{silent reading comprehension}:
  - Is involved, print processing is strength.
  - Is not involved, word identification is strength.
Determine the Ceiling

• If word id is lowest, then it is the ceiling.
• If listening comprehension is the lowest, then language comprehension is the lowest.
• If silent reading comprehension is the lowest, print processing is the lowest.
• If there is a tie for lowest, and listening comprehension:
  – Is involved, language comprehension is the ceiling.
  – Is not involved, word identification is the ceiling.
Potential Areas of Greatest Instructional Need

• Language Comprehension
• Print Processing
• Word Identification
Then what???
# Word Identification
(Word identification is lowest in profile or tied for lowest with silent reading comprehension.)

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<thead>
<tr>
<th>RED</th>
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<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Word identification is at a level of <strong>primer or lower</strong>. Language comprehension is <strong>within 2 levels of grade level</strong>.</td>
</tr>
<tr>
<td><strong>Intervention Focus</strong></td>
<td>Development of phoneme-by-phoneme decoding, onset-rime decoding, and automaticity in word identification through wide reading of very easy text.</td>
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</tbody>
</table>
| **Example Materials & Methods** | *Systematic Sequential Phonics They Use*  
*Wilson*  
*Language!* |

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<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Word identification is at a level of <strong>primer or lower</strong>. Language comprehension is <strong>2 or more levels below grade level</strong>.</td>
</tr>
<tr>
<td><strong>Intervention Focus</strong></td>
<td>Development of phonics using a spelling based approach (e.g., making words)</td>
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| **Example Materials** | *Guess the Covered Word for 1st Grade*  
*Making Words for 1st Grade*  
*Systematic Sequential Phonics They Use*  
*Language Experience Approach*  
*Word Wall* |
<table>
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<th><strong>ORANGE</strong></th>
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<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Listening comprehension is at the primer level of lower.</td>
</tr>
<tr>
<td><strong>Intervention Focus</strong></td>
<td>Teach students to make connections while reading and/or listening to text. Focus on early text-to-self and text-to-world type connections. Maximize interactions while reading the text. Use a variety of listening, echo reading, choral reading, and silent reading formats.</td>
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| **Example Materials** | Primer level (Level E) and lower texts.  
*Start-to-Finish Literacy Starters* - easy books for older readers  
Guided Reading a la Fountas & Pinnell with more emphasis on pre-reading connections to known information.  
Tarheelreader.org as a source of very easy materials |

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<tr>
<td><strong>Description</strong></td>
<td>Listening comprehension at the first or second grade level.</td>
</tr>
<tr>
<td><strong>Intervention Focus</strong></td>
<td>Teach students to read and/or listening to increasingly longer sections of text. Emphasis on setting purpose and allowing students to read independently to achieve the purpose. Focus on Main Idea,</td>
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| **Example Materials** | *Guided Reading the Four Blocks Way*  
Short texts – selections from basals and other sources that can be read in a single session  
Texts at the first grade level or lower.  
Some *Start-to-Finish Literacy Starters (Enrichment)* and *Start-to-Finish Gold* |
# Print Processing Groups
Silent reading comprehension is lowest in profile.

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<td><strong>Description</strong></td>
<td>Silent Reading comprehension is at the 1&lt;sup&gt;st&lt;/sup&gt; grade level or lower.</td>
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<tr>
<td><strong>Intervention Focus</strong></td>
<td>Provide students with lots of practice with text below the 1&lt;sup&gt;st&lt;/sup&gt; grade level. Emphasis reading with intonation in oral and silent reading. Use strategies like repeated readings of easy texts, reading books in a series, reader’s theater with silent reading practice, poems in two voices.</td>
</tr>
</tbody>
</table>
| **Example Materials** | - *Wide selection of books, poems, song lyrics and other reading materials at the 1<sup>st</sup> grade level and lower.*  
- *Readers Theater for Building Fluency: Strategies and Scripts for Making the Most of This Highly Effective, Motivating, and Research-Based Approach to Oral Reading*  
- *Messing Around on the Monkey Bars: and Other School Poems for Two Voices* by Betsy Franco and Jessie Hartland  
- *Start-to-Finish Literacy Starters* |

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<td><strong>Description</strong></td>
<td>Silent reading comprehension is at the 2-3&lt;sup&gt;rd&lt;/sup&gt; grade level</td>
</tr>
<tr>
<td><strong>Intervention Focus</strong></td>
<td>Provide students with lots of practice with text below the 2&lt;sup&gt;nd&lt;/sup&gt; grade level. Emphasis reading with intonation in oral and silent reading. Use strategies like repeated readings of easy texts, reading books in a series, reader’s theater with silent reading practice, poems in two voices.</td>
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</table>
| **Example Materials** | - *Wide selection of books, poems, song lyrics and other reading materials at the 2<sup>nd</sup> grade level and lower.*  
- *Reader's Theater Scripts, Grade 2*  
- *Big Talk: Poems for Four Voices*  
- *I am Phoenix: Poems for Two Voices*  
- *Start-to-Finish Gold* |
The Relationship to Balanced Literacy Instruction…

• Every learner gets comprehensive instruction every day.

• Students then receive an addition 30 minutes focused on their area of greatest need.