

open.michigan

Unless otherwise noted, the content of this course material is licensed under a Creative Commons Attribution - Non-Commercial - Share Alike 3.0 License.

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2008, Annemarie Sullivan Palincsar.

You assume all responsibility for use and potential liability associated with any use of the material. Material contains copyrighted content, used in accordance with U.S. law. Copyright holders of content included in this material should contact open.michigan@umich.edu with any questions, corrections, or clarifications regarding the use of content. The Regents of the University of Michigan do not license the use of third party content posted to this site unless such a license is specifically granted in connection with particular content. Users of content are responsible for their compliance with applicable law. Mention of specific products in this material solely represents the opinion of the speaker and does not represent an endorsement by the University of Michigan. For more information about how to cite these materials visit <http://michigan.educommons.net/about/terms-of-use>.

Any medical information in this material is intended to inform and educate and is not a tool for self-diagnosis or a replacement for medical evaluation, advice, diagnosis or treatment by a healthcare professional. You should speak to your physician or make an appointment to be seen if you have questions or concerns about this information or your medical condition. Viewer discretion is advised: Material may contain medical images that may be disturbing to some viewers.

 UNIVERSITY OF MICHIGAN



ADMINISTRATION AND SCORING GUIDELINES FOR QRI ASSIGNMENT
ED 403, Sec. 001
Winter 2008

You will work with your CT to select one with whom to administer the QRI. It would be best to choose a student for whom it would be helpful to have additional information about their reading achievement. You should plan to audio-tape your QRI administrations.

Basic ADMINISTRATION Guidelines for QRI Assignment

Word lists

Decide on your method of administration (e.g., index card, word window). Administer the word lists, starting with a list that is at least 2 years below the student's chronological grade placement (lower if you know that the student is a struggling reader).

Determine accuracy by using the total # correct. If the student scores at instructional or frustration levels, keep giving the student easier lists until she or he attains an independent level (see pp. 49-51). If the first list is at the independent level, continue on giving the student the next higher list. Discontinue list reading when the student reaches a level where he or she reads 12 or fewer words correctly.

Passages

Begin the passage reading with the narrative passage for the highest level at which the student scored "independent" on word lists. All administrations should be read orally (i.e., we are not evaluating silent reading for this assignment).

Start passage administration with prior knowledge assessment (concept-questions task).

Move on to oral reading. After oral reading remove the passage and ask the comprehension questions.

Administer both a narrative and the expository passage at each grade level.

Quickly estimate the levels of the first set of passages using accuracy scores (total # of oral reading errors) and percentages of comprehension questions answered correctly. As with word lists, if both of the first passages read appear to be at the instructional or frustration level, move down a level for the next set of passages. If one is independent and the other instructional, go forward.

Discontinue passage reading when student reaches frustration level on both passages (unless it is such a struggle that you don't think you should go on).

Administration options:

try out prediction task to compare with concept-question task as a means of evaluating prior knowledge;
try out retelling to compare with questions as a means of evaluating prior knowledge
try the “look-back” administration to see if it student does better under this condition

Basic SCORING Guidelines for QRI Assignment

Fill in every row possible on the Student Profile Sheet, which is in Figure 13.1 (completed sample in Figure 14.1). Calculate rate (words per minute) by timing the reading on the tape.

Complete a Miscue Analysis Worksheet, which is in Figure 10.2 (Figure 14.2 is a completed sample)