Educator's Guide

An Overview of SRI Software & Teacher Support

Contents

Understanding SRI

Administering SRI

Using SRI Results

Welcome to SRI

Are your students making progress in reading?

Scholastic Reading Inventory™ (SRI) is designed specifically to help you answer that question. More and more, teachers are being asked to use ongoing assessments of reading comprehension in the classroom to track student literacy skills, monitor students' reading progress, establish attainable goals, show accountability, and gauge the effectiveness of their reading programs. SRI will not only help fulfill these needs but will also provide information for teachers to work more efficiently by fostering improved planning for instruction and providing the ability to better match students to appropriately leveled text, encouraging growth and success.

SRI is a computer-adaptive reading comprehension assessment that provides an assessment of student reading levels, reported in Lexile® measures. The teacher and administrator component of SRI is the Scholastic Achievement Manager (SAM). SRI test results are automatically calculated and sent to SAM, which generates a variety of reports that help teachers and leaders monitor student progress and make data-driven decisions.

SRI . . .

- provides benchmarking assessment for screening.
- allows teachers and leaders to forecast and track growth.
- generates immediate actionable reports for students, teachers, and administrators.
- encourages accountability.
- reports on the Lexile Framework® for Reading.
- matches readers to leveled text.

About This Guide

The *SRI Educator's Guide* features practical instructions for setting up and using SRI as well as instructional information on how to interpret and use test results. It provides an overview of SRI, including using SAM to gather and analyze student results.

The *SRI Educator's Guide* includes five sections:
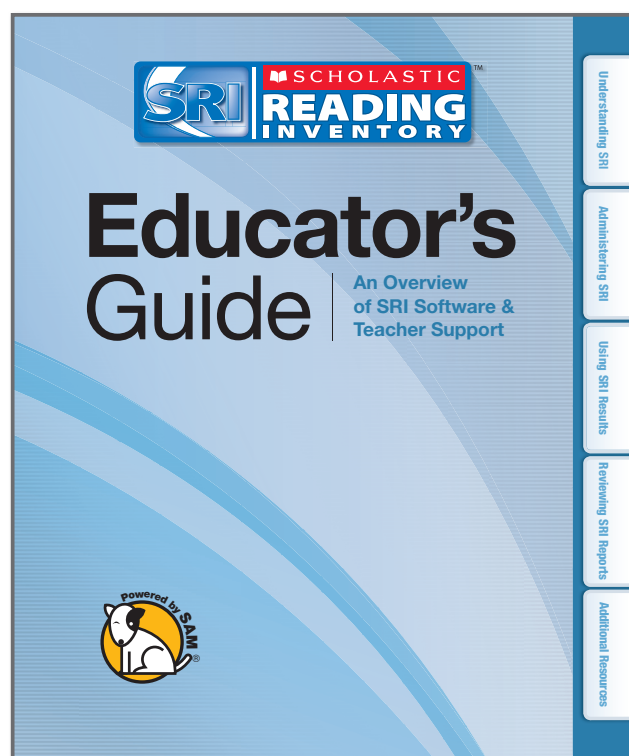
The **Understanding SRI** section illustrates how to use the SRI to screen and place students and explains the foundations of the SRI assessment.

The **Administering SRI** section outlines how to use SAM and walks you through the student SRI experience, providing suggestions for administering the assessment successfully.

The **Using SRI Results** section provides guidelines for interpreting student results and an overview of how SRI results can be incorporated in a variety of instructional settings.

The **Reviewing SRI Reports** section provides detailed information on how teachers and administrators can use SRI reports to screen and place students, monitor student progress, plan appropriate instruction, and monitor overall program effectiveness.

The **Additional Resources** section offers suggested resources to support reading instruction. Reproducibles can be downloaded from SAM.

Understanding SRI

How SRI Works

The most powerful attribute of the SRI is its ability to administer fast and reliable low-stakes computer-adaptive assessment and provide immediate results that can be used to track growth and plan instruction in a variety of classrooms.

Authentic Text Passages

- Test items include fiction, nonfiction, and high-interest low-readability passages from materials that students encounter in daily life.

- Authentic text passages increase test validity as well as student interest and motivation.

- Passages do not require students to have prior knowledge about the subject. Each passage has been carefully analyzed for anti-bias and cultural sensitivity.

Actionable Results

- SRI provides teachers with an accurate measure of students' changing reading levels over time.

- Students' test scores are automatically saved in SAM and can be viewed in reports generated for individual students, groups, or classes. Reports can be shared with administrators. Administrator reports that aggregate results for a grade, school, or district are also available.

- Results are criterion- and norm-referenced, providing an overview of students' reading abilities on a scale of text difficulty and how their results compare to other students.

Growth Report
TEACHER: GREENE 3

PROGRESS MONITORING

School: Lincoln School
Grade: 5

Time Period: 09/01/11 – 02/02/12

STUDENT	GRADE	FIRST TEST IN SELECTED TIME PERIOD		LAST TEST IN SELECTED TIME PERIOD		GROWTH IN LEXILE®
		LEXILE®	DATE	LEXILE®	DATE	
Saunders, Renee	5	570	09/08/11	890	02/01/12	320
Gainer, Jacquelyn	5	780	09/08/11	1030	02/01/12	250
Freeman, Charles	5	690	09/08/11	930	02/01/12	240
Mamdani, Aliyah	5	530	09/08/11	760	02/01/12	230
Cho, Henry	5	600	09/08/11	820	02/01/12	220
Huang, Hsin-Yi	5	620	09/08/11	780	02/01/12	160
Lewis, Chequan	5	930	09/08/11	1080	02/01/12	150
Robinson, Tiffany	5	980	09/08/11	1110	02/01/12	130
Richardson, Margaret	5	300	09/08/11	410	02/01/12	110
Molina, Robert	5	640	09/08/11	720	02/01/12	80
Levin, Daniel	5	520	09/08/11	570	02/01/12	50
Stedman, Mark	5	210	09/08/11	250	02/01/12	40
Kim, Julie	5	700	09/08/11	740	02/01/12	40
Morgan, Rebekah	5	660	09/08/11	690	02/01/12	30
Gilmore, Nicholas	5	650	09/08/11	680	02/01/12	30
Cooper, Maya	5	630	09/08/11	650	02/01/12	20
Ferguson, Jessica	5	500	09/08/11	520	02/01/12	20
Nelson, Michael	5	310	09/08/11	320	02/01/12	10
Camarillo, Teri	5	610	09/08/11	620	02/01/12	10
Morris, Timothy	5	BR	09/08/11	BR	02/01/12	0

* Scale for bar chart is based on highest Lexile® growth within selected time period.

Using This Report

Purpose: To identify the growth each student is making, check the dates of the two tests for an individual student. On average, students are expected to grow approximately 75-100 Lexiles per year.

Follow-Up: Provide opportunities to challenge students who show significant progress. Provide appropriate levels of intervention and support to students who are showing little growth. If zero or negative Lexile growth is recorded, check to see if students' test experience is problematic in some way and retest accordingly.

SRI Growth Report

Accountable Instructional Practices

- Test results measure students' reading comprehension levels, enabling teachers to assess their students' reading ability, plan instruction accordingly, and monitor their students' reading progress.

- Teachers can match students to appropriate reading materials according to both their Lexile level and interests, thereby encouraging reading success.

- Other tests and instructional programs are linked to the Lexile Framework, making it possible to share measures for text and readers across instructional and assessment options.

Flexible Implementation Options

- The assessment can be administered at any computer station (Mac or PC) with a tested concurrency rate of 700 simultaneous users.

- The test is appropriate for readers from Grades K–12.

- Settings (see pp. 28–31 in the **Administering SRI** section) can easily be adjusted to accommodate student needs.

- SAM offers customization options to meet the needs of your classroom, school, or district.

SAM: SRI Settings

How SRI Works (continued)

Computer Adaptive Assessment

SRI is a computer adaptive test that adjusts item difficulty to students' responses. As students progress through the assessment, the difficulty levels of questions change according to students' performance. As the student correctly answers questions, the Lexile of each question increases. When the student answers a question incorrectly, the next question presented is at a lower Lexile level. The assessment stops once the student has answered a sufficient number of questions to determine an accurate Lexile measure.

Sample Student SRI Performance
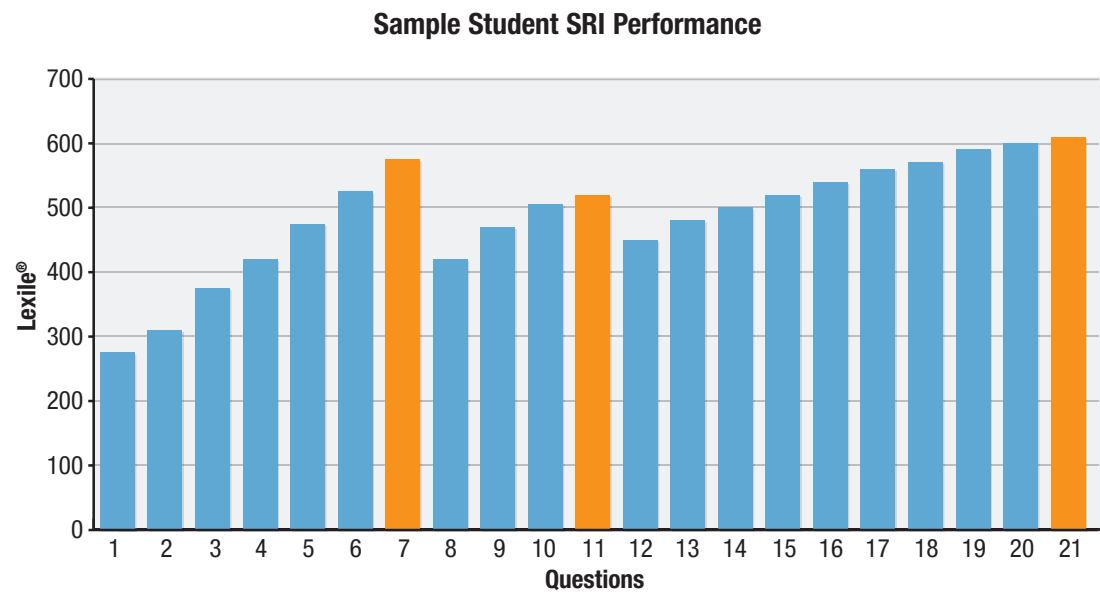
The bar graph above represents a sample student's performance on one SRI test. Each question is numbered. Questions answered correctly are blue; incorrect answers are orange. Note how the level of test items adjusts to the student's responses.

This graph of SRI performance is only a sample. The total number of questions and the Lexile of each question depends on individual student performance.
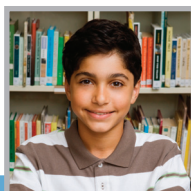
The *Scholastic Reading Inventory* Student Experience

1 Students log on to SRI on the computer.

2 Students choose their reading interests (which are used to prepare customized Recommended Reading Reports) and take the Practice Test, if required by the teacher.

3 The assessment begins, generally taking 20–30 minutes to complete.

4 The assessment ends when the student has answered enough questions for the test to accurately calculate a Lexile measure.

5 Students may view and print their Recommended Reading Reports.

The *Scholastic Reading Inventory* Teacher Experience

1 Assessment results, displayed as a Lexile measure, are automatically entered into a complete series of actionable reports in SAM.

2 Teachers review the reports to evaluate student reading levels, forecast growth, and monitor student progress.

3 Teachers use results to plan appropriate instruction and differentiate support based on student reading levels.

4 Teachers encourage students to read books from their Recommended Reading Reports, as well as other literature that is matched to the students' reading levels.
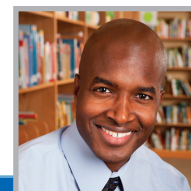
The *Scholastic Reading Inventory* Leader Experience

1 Leaders establish an annual testing cycle and testing windows for each administration. These testing cycles should be communicated to all teachers.

2 Once testing procedures have been established and communicated, administrators support student selection and facilitate using the Scholastic Achievement Manager (SAM) to enroll students in SRI.

3 Administrators monitor the administration of the SRI during each testing window.

4 Administrators review student, class, grade, and district results and provide support when necessary.

Understanding SRI Results

SRI test results are based on the Lexile Framework for Reading, a scientifically accurate system for matching readers to text and measuring the comprehension level of readers. Targeting readers to text enables students to practice reading strategies on materials they can understand. Targeted reading practice is essential for reading growth.

SRI test results are actionable because teachers can guide instruction as well as book selection based on each student's test score (Lexile score)—leading to reading success. Understanding this system allows students, teachers, and administrators to draw useful conclusions from SRI reports, make informed choices about intervention, and encourage independent reading.

The Lexile Framework

The Lexile Framework is a system that matches readers to text. It is based on the theory that readers will be successful and grow with reading ability when they are matched to appropriately challenging texts. The framework determines the text complexity (Lexile text measure) of any written material, as well as a student's reading comprehension level (Lexile reader measure). When the Lexile measures of the text and reader are matched, the reader experiences confidence and control. Targeting reading enables students to comprehend what they read, build their vocabulary by reading words in context, respond to text, and improve their independent reading skills. Matching students appropriately to texts fosters motivation for reading independently.

The Lexile Framework levels both fiction and nonfiction texts from high-quality literature to newspapers and magazines, for beginning readers (under 100L) up to graduate-school readers (1700L). Tens of thousands of books (including Spanish titles) have been leveled according to the Lexile Framework. Grade-level ranges and performance standards correlate to Lexile text measures, providing a common frame of reference with which teachers can view students' performance.

Lexile Measures

Lexile Text Measure

A **Lexile text measure** is the specific number assigned to any text, based on analysis conducted by MetaMetrics. A Lexile text measure is based on two strong predictors of how difficult a text is to comprehend—word frequency and sentence length. Lexile text measures are rounded to the nearest 5L and range from 0L to 2000L. Text measures at or below 0L are reported as BR for Beginning Reader.

Lexile Reader Measure

A **Lexile reader measure** is generated from the results of the *Scholastic Reading Inventory*. When a reader and text are matched (have the same Lexile measure), the reader is "targeted." A targeted reader can read a book at an engaging and appropriate level of challenge. When the text is too difficult for a reader, the reader can become frustrated. If the text is too easy, the reader is often bored. When the text is just right for the reader, the reader can understand what he or she is reading, and still be challenged enough to actively apply and build reading skills. Texts are considered targeted for independent reading when they are within the range of 50L above to 100L below the student's Lexile measure.

Comprehension is a function of the match between reader and text. Lexile measures enable teachers to motivate students to read by matching them with material that they can understand.

Of course, targeting the reader with the Lexile Framework or any other system is only a starting point. Individual reader's level of motivation, their subject-matter interests, and the qualitative aspects of a text, such as text structure, levels of meaning and age appropriateness must also be taken into account.

To learn more about Lexile measures, visit **www.lexile.com**.

The Lexile Framework Map

The Lexile Framework Map provides a context for understanding reading comprehension levels (Lexile measures). Lexile measures (from 200L to 1700L) are displayed on the map, as well as benchmark literature, sample text passages, and grade-level ranges. In this way, the map provides a comprehensive picture of the reading spectrum.

The SRI Read For Life Report also generates a comparison between each student's current Lexile and sample texts. See **page 96** for more information. Both teachers and students can plot independent reading progress using a modified version of the map (see **Reproducible 1**).
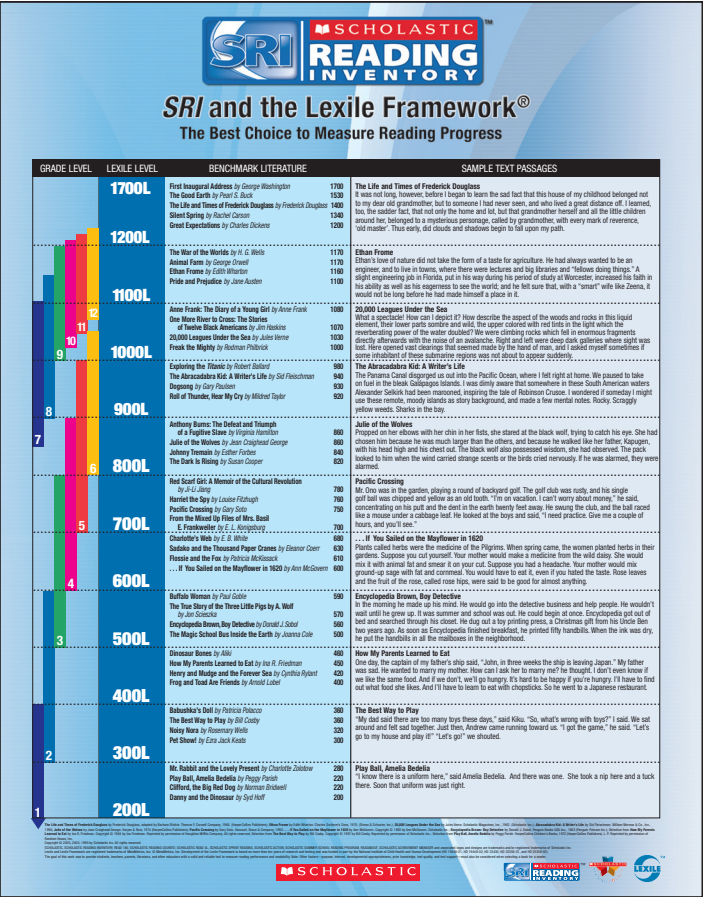
Lexile Framework Map

Monitoring Students' Lexile Measures

Monitoring students' Lexile measures is not only important, but it is easy to do. Administer SRI three to five times a year to accurately monitor students' Lexile measures, and check the SRI reports available through the Scholastic Achievement Manager (SAM) to monitor progress, assess student growth, and set goals for reading achievement.

- Check reports such as the **Student Progress Report (p. 92)** or the **Growth Report (p. 76)** to gauge student achievement from test to test.

- Check the **Intervention Grouping Report (p. 78)** to monitor students who have scored below grade level (Basic or Below Basic Performance Standards) or to group students for reading support.

- Make sure that students read books that are on their **Recommended Reading Reports (p. 88),** or other books that are within their independent reading range to maintain and ultimately increase their reading comprehension.

- Give every student a "reading physical," which not only utilizes SRI test results but other assessments as well, to gain a more comprehensive picture of students' reading ability. Multiple measures of assessment, such as reading records, fluency checks, projects and portfolios, self appraisals, and teacher observations are recommended. Consider the student's interests and experiences when evaluating the student's understanding of text and deciding which assessment to use.

SRI Validity and Reliability

The SRI is a research-based assessment that has been field-tested and validated to ensure that it is a reliable indicator of reading comprehension.

Field Testing

The SRI is based on the Lexile Framework of Reading. A linking study between the SRI and the Lexile Framework developed normative information based on a sample of 512,224 students from a medium-to-large state. The sample's distributions of scores on norm-referenced and other standardized measures of reading comprehension are similar to those reported for national distribution.

Validity

Validity indicates whether the test measures what it is supposed to measure. There are several ways to examine the validity of a test like SRI. Each type of validation asks an important question about the test.

- **Content Validity** Does the test sample important content related to what the test is supposed to measure?

- **Construct Validity** Does the test measure the theoretical construct (or trait) it is supposed to measure?

- **Criterion-Related Validity** Does the test adequately predict the test-taker's behavior in a specific situation?

Content Validity

The SRI consists of short passages and questions that measure comprehension by focusing on skills readers use when studying written materials from a variety of content areas. These skills include identifying details, drawing conclusions, and making comparisons, which are the component skills of reading comprehension.

Passage Selection

SRI passages are selected from authentic texts that students encounter both in and out of the classroom, such as textbooks, literature, magazines, and newspapers. Passage topics span a variety of interest areas. Each passage develops one main idea or contains information that comes before or after the passage in the source text. No prior knowledge is required to understand a passage.

Item Format

Each test question, or item, has a statement and four answer choices. This is considered an embedded completion item format, which has been shown to accurately measure the ability to draw inferences and establish logical connections between ideas.

Statements are written to enable students to arrive at the correct answer by comprehending the passage. All four answer choices are plausible when the statement is read independently of the text. Item reading levels are controlled to be easier than the most difficult word in the passage.

Below are sample items at various Lexile levels that might appear on an SRI test.

Sample Item	Lexile
Q. When I was talking to Donny Thunderbird, he told me about his relatives all over the reservation. He has cousins with no mother or father, but because they are members of the tribe, they will never be without a home. They will always belong to something. **The tribe is _____.** **A.** lost **B.** huge **C.** famous **D.** supportive	**700L–850L**
Q. Cody's room at home looked like a tornado had hit it. Boxes were piled everywhere. Some were open, with things falling out. Others were still taped shut. **The room was _____.** **A.** messy **B.** small **C.** empty **D.** bright	**400L–550L**
Q. He broke records every week. No one in the state had ever caught more passes. Or gained more yards. Or scored more touchdowns. **He was a _____ player.** **A.** great **B.** slow **C.** new **D.** last	**100L–250L**

Construct Validity

SRI was examined for construct validity using several measures, including developmental changes in test scores and correlation with similar tests that measure reading comprehension.

Developmental Nature of SRI

Reading is a skill that typically develops with age—as students read more, their skills improve, and they are able to access more complex texts. Because growth in reading is uneven, with the greatest growth usually taking place in earlier grades, SRI measures should show a similar trend of decreasing gains as grade-level increases. Multiple studies indicate that performance on SRI increases with grade level. These studies also demonstrate that the growth is not a straight line slope; that is, the growth in earlier grades is steeper than growth in later grades, which supports the construct validity of the SRI.

The graph below displays growth by grade level.

SRI Growth by Grade Level

KEY

Top	▪▪▪▪▪	(75th Percentile)
Middle	▬▬▬	(50th Percentile)
Bottom	●●●●●	(25th Percentile)

Lexile® Measure
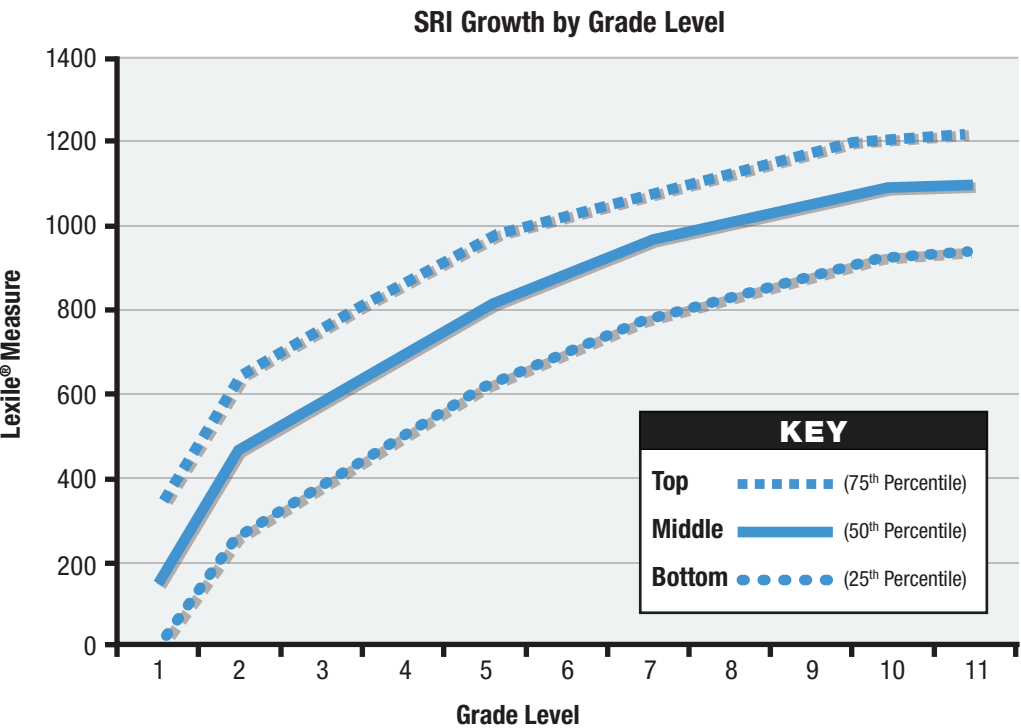
Grade Level

In addition to the changes in growth expectations on SRI from one grade to the next, studies reveal that older struggling readers receive lower scores on the SRI than their peers who are reading at grade level, which is also reflected in their performance results on state assessments. This discrepancy between results for struggling readers and grade-level readers further supports the construct validity of SRI.

The studies indicate that while growth for grade-level readers decreases as students move to higher grade levels, this should not be the case for older struggling readers who receive reading intervention. When compared to grade-level readers, struggling readers should demonstrate greater growth from one SRI test to the next, thus closing the reading gap.

The chart below displays the correlation between SRI Lexile levels and their equivalent grade levels. These performance bands are established by the Scholastic Achievement Manager (SAM).

Performance Bands and Lexile Correlation

Grade	Below Basic (Far Below Grade Level)	Basic (Below Grade Level)	Proficient (On Grade Level)	Advanced (Above Grade Level)
1	N/A	0L–99L	100L–400L	401L and above
2	0L–99L	100L–299L	300L–600L	601L and above
3	0L–249L	250L–499L	500L–800L	801L and above
4	0L–349L	350L–599L	600L–900L	901L and above
5	0L–449L	450L–699L	700L–1000L	1001L and above
6	0L–499L	500L–799L	800L–1050L	1051L and above
7	0L–549L	550L–849L	850L–1100L	1101L and above
8	0L–599L	600L–899L	900L–1150L	1151L and above
9	0L–649L	650L–999L	1000L–1200L	1201L and above
10	0L–699L	700L–1024L	1025L–1250L	1251L and above
11	0L–799L	800L–1049L	1050L–1300L	1301L and above

Districts or schools who wish to adjust these Lexile performance bands to match district or state performance standards, including the Common Core State Standards, may do so in the SRI Settings of the SAM Roster. See **page 29** for more information.

SRI Validity and Reliability (continued)

Criterion-Related Validity

SRI has been directly correlated with numerous state assessments. All studies reveal statistically significant and positive correlations between the SRI and other reading measures. Large-scale correlations have been conducted in Florida, California, and Ohio. Professional Papers published documenting these large-scale and significant results can be found on the SRI website (**www.teacher.scholastic.com/SRI**).

In addition to the correlations from SRI to other reading assessments, the Lexile Framework is correlated with a number of other standardized reading comprehension tests. The following norm-referenced and criterion-referenced tests have been correlated to, or linked to, the Lexile Framework:

- TerraNova (CAT/6 and CTBS/5)
- Tests of Adult Basic Education (TABE)
- Stanford Achievement Tests (Ninth and Tenth Editions)
- Metropolitan Achievement Test/8 (MAT)
- ERB: Comprehensive Testing Program, 4th Edition (CTP 4)
- The Iowa Tests (ITBS and ITED)
- Gates-MacGinitie Reading Tests, Fourth Edition
- Dynamic Measurement Group: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Test of English as a Foreign Language (TOEFL)

Many state assessments link to the Lexile Framework, and SRI provides extrapolated cut scores for these states. This allows for customized performance standards alignment to state outcome expectations. See **Appendix 1** to review the list of assessments currently aligned to the Lexile Framework.

Reliability

To be useful, assessment results should be reliable—stable, accurate, and dependable. A test's accuracy is estimated by a number called the standard error of measurement (SEM). The SEM provides information about how accurately a test is able to measure a student's ability. Once the SEM in a test score is known, it can be taken into account when reviewing test results. In reality, all test scores include some measure of error, or level of uncertainty.

The computer algorithm that controls the administration of the SRI uses a statistical procedure designed to estimate each student's ability to comprehend text. The algorithm uses prior information about students' levels to control the selection of questions and the calculation of each student's reading ability after they respond to each question. When students take a computer-adaptive test, they all receive approximately the same raw score, or number of items answered correctly. This occurs because all students answer questions that are targeted for their unique ability—not questions that are too easy or too hard.

Because each student takes a unique test, the SEM associated with any one score or student is also unique. The initial SEM, or uncertainty, for an SRI score is shown in the table below. When students are appropriately targeted, using both grade level and initial reading level, students can respond to fewer test questions and not increase the error associated with the measurement process. See **page 30** for more information about targeting. When only grade level of the student is known, the more questions the student answers, the more the SEM decreases.

Mean SEM on SRI by Extent of Prior Knowledge		
Number of Items	**SEM Grade Level Known**	**SEM Grade and Reading Level Known**
15	104L	58L
16	102L	57L
17	99L	57L
18	96L	57L
19	93L	57L
20	91L	56L
21	89L	56L
22	87L	55L
23	86L	54L
24	84L	54L

Response to Intervention

Response to Intervention (RTI) is a tiered approach to teaching and learning that calls for increasingly intensive interventions accompanied by progress monitoring assessment. The goal is to provide effective interventions to meet the needs of all students through a coherent instructional plan that coordinates instruction for students at every level.

Tiers of Intervention

States and districts may define the RTI instructional model according to students' needs. One of the most common structures is the 3-Tier Intervention Model shown below.

TIER III Intensive Intervention
- Accelerated curricula for students not successful in Tier II or Tier I
- Higher intensity, longer duration
- Oriented toward individual students
- Designed to build mastery of foundational skills

TIER II Strategic Supplemental Instruction Program
- Supplemental curricula for students who are not successful in Tier I
- Explicit, rapid-response, short-term instruction
- Instruction oriented toward small groups of students

TIER I Core Instructional Program
- Differentiated support for all students
- Proactive strategies that use a variety of instructional groupings to allow optimal access to curriculum

Universal Screenings Curriculum-Based Assessment

Progress Monitoring Tools Information Reports

Customized Professional Development & Capacity Building Solutions

SRI supports and complements the implementation of RTI through its universal screening measures, validated and research-based assessment, and ongoing progress monitoring to facilitate data-based decision-making. Use SRI results to guide instruction and meet key principles of RTI.

SRI Alignment to RTI

As a proven research-based assessment of reading comprehension, SRI supports school- and district-wide RTI initiatives by providing actionable data used for screening students and identifying performance-level skills in norm-referenced standards, as well as supporting benchmarking, progress monitoring, and evaluating program effectiveness.

RTI Requirement: Multi-Tiered Instruction and Intervention Models

Multiple tiers of intervention allow schools to offer increasingly intensive interventions to those students who are not making adequate progress in the core curriculum (Tier I).

The SRI provides accurate screening, placement, and growth monitoring for all tiers of instruction. Use the SRI performance standards to establish benchmarks for performance levels for each tier. See the chart below for recommended benchmarks:

Tier	*SRI* Performance Level	Outcomes Educators are Targeting…
Tier I	At or above the 50th percentile	• Adequate or better progress
Tier II	Between 25th and 50th percentile	• Adequate or better progress • Gap reduction
Tier III	At or below the 25th percentile	• Adequate progress • Gap reduction

RTI Requirement: Scientifically Validated and Research-Based

Interventions should be validated by scientific efficacy studies and based on research-proven practices.

SRI received the highest rating of Reliability and Validity from the National Center on Response to Intervention (NCRTI). The National Center's Technical Review Committee (TRC) on Instruction independently established a set of criteria for evaluating the scientific rigor of studies demonstrating the efficacy of instructional programs.

SRI Alignment to RTI (continued)

RTI Requirement: Universal Screening

All students should be screened at least three times a year to identify students who are not making expected academic progress. Screening measures should be brief, reliable, valid, and appropriately identify those students who require more intense intervention.

The SRI offers fast, accurate, and scalable computer-based assessment for reading comprehension. The SRI can be administered to multiple students simultaneously and completed within 20–30 minutes. Once testing is completed, results are immediately available to:

- Identify students with reading comprehension challenges
- Define student performance level skills in norm-referenced standards
- Support benchmarking of reading performance

For students whose initial SRI results place them below the 25th percentile, an additional screening for potential placement in a foundational reading program is recommended. The *Scholastic Phonics Inventory* (SPI) provides a deeper assessment of foundational reading skills for students performing significantly below grade level. SPI helps determine gaps in understanding of the alphabetical principle, sight word reading, and non-word decoding skills for more accurate placement and intervention.

RTI Requirement: Frequent Monitoring of Student Progress

Regular progress monitoring measures should be brief, target specific skills, be administered easily, and accompanied by decision rules to inform instruction.

The SRI tracks student growth on a developmental scale, as well as in relation to year-end, grade-level proficiency goals. This computer-adaptive assessment uses the highly accurate Lexile Framework for Reading as a diagnostic tool to determine instructional and independent reading levels so that students can read with success. SRI provides criterion- and norm-reference reading comprehension level test results that can be used for instructional planning, intervention, and progress monitoring. Once students have completed an SRI test, SAM automatically generates 21 actionable reports for teachers, leaders, and students.

Common Core State Standards Alignment

SRI performance standards align with the Common Core State Standards (CCSS) initiative, which is designed to create a robust and relevant set of educational standards across the United States that reflect the knowledge and skills students need for success in college and careers.

SRI uses only authentic text passage drawn from both fiction and nonfiction to test overall comprehension. Results provide an accurate view of how students will understand text they encounter in daily life. According to the Common Core State Standards, qualitative scales of text complexity should be anchored at texts representative of those required in typical of first-year credit-bearing college courses and in workforce training programs.

Grade Band	Current Lexile Bands	CCSS "Stretch" Lexile Bands
K–1	N/A	N/A
2–3	450L – 725L	450L – 790L
4–5	645L – 845L	770L – 980L
6–8	860L – 1010L	955L – 1155L
9–10	960L – 1115L	1080L – 1350L
11–College and Career Ready	1070L – 1220L	1215L – 1355L

SRI Lexile Alignment

Under the guidance of MetaMetrics, the developers of the Lexile Framework, SRI can support realigned Lexile ranges to match the Common Core State Standards' text complexity grade bands on which teachers and administrators can opt to track growth. District or school administrators can use the SRI Settings in SAM to adjust SRI proficiency bands.

Administering SRI

Managing SRI Settings in SAM

The SRI is a classroom-based assessment administered on the computer.
Use the Scholastic Achievement Manager (SAM) to enroll students in SRI and adjust settings before administering the first test.
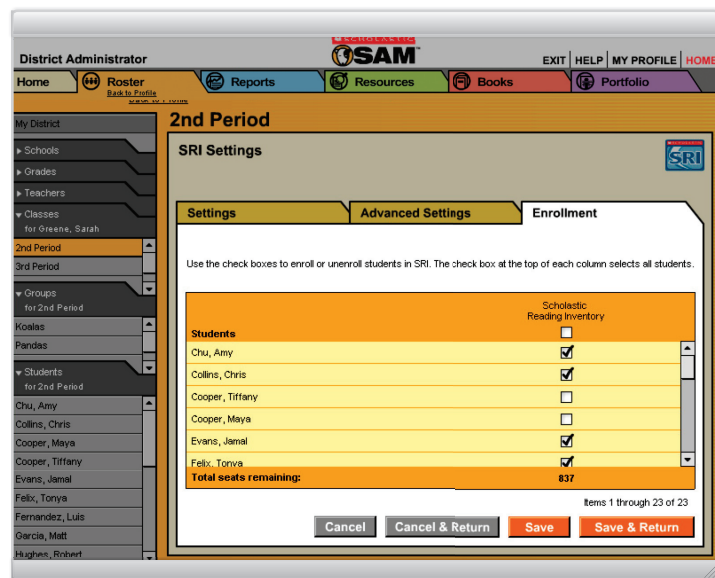
SAM Roster: SRI Enrollment

Use SAM for SRI Enrollment

1. Navigate to the SAM Roster.

2. Ensure that all students are included on the SmartBar on the left side of the screen. Click the **Add a Student** link to add students.

3. Double click on the teacher name or class on the SmartBar.

4. Select **Manage Enrollment**.

5. Click the top box to enroll all students in SRI simultaneously. Use the check boxes next to student names to enroll specific students in SRI.

6. Click **Save and Return**.

7. Once students are enrolled, navigate to SAM Reports and print the **Student Roster Report** to review student login information.

Changing Proficiency Bands

Proficiency bands allow you to determine the level of performance students must demonstrate to meet certain reading performance standards. The **SRI Advanced Settings** in SAM allows school or district administrators to customize the number, name, and Lexile range of proficiency bands for reporting SRI scores.

Anyone using SAM may view the information in this tab. However, only those with administrator permissions may make changes. This helps ensure that proficiency bands are consistent across an entire school or district, allowing for reliable growth-monitoring results. Any change will apply to the entire school or district selected on the **SmartBar**.

SAM Roster: SRI Proficiency Bands

Change Proficiency Bands

1. Select the school or district from the SmartBar, then click on SRI **Settings**.

2. Use the drop-down menu to select the desired number of proficiency bands.

3. Type the name of each proficiency band at the top of each column.

4. Enter the upper-limit Lexile for each band for each grade level.

5. The lower limit automatically fills in once you have entered the upper-limit numbers.

6. Click **Save and Return** when you are finished.

7. Click **Restore Defaults** to return to the default proficiency band settings.

Targeting for the Initial SRI Test

How SRI is administered influences the accuracy of the student scores and the data reported. With accurate and reliable data as your goal, there are sets of preconditions to be met that ensure the best application of this powerful tool.

The more SRI knows about a student, the more accurately it can select a starting point. Targeting is a practice that assigns an entry level for the first administration.

Targeting in SRI is accomplished by selecting an ability target in SAM for each student. Targeting should be done for the first assessment and is based on teacher observation, previous knowledge of students' ability, and other test scores. This function is performed in the **SRI Settings** of the SAM Roster.

Targeting helps determine the difficulty of the first item that is administered to the students. There are five levels of targets in SRI that correspond to these percentiles for the student's grade level.

	Far Below	Below	On Level	Above	Far Above
Grade Level Percentile	5th Percentile	25th Percentile	50th Percentile	75th Percentile	95th Percentile

For example, a fifth-grade student targeted at far below grade-level would receive a first question at 90L; his friend targeted as far above grade level would receive a question at 1155L.

SRI was developed to measure growth, so it is better to under target than over target. When in doubt, assign a student to the lower target. The test will adjust up to the student's reading level as he answers questions correctly.

Setting Up the Initial SRI Test

Complete student enrollment by using the SRI Settings to target the estimated reading level of students for their initial test.
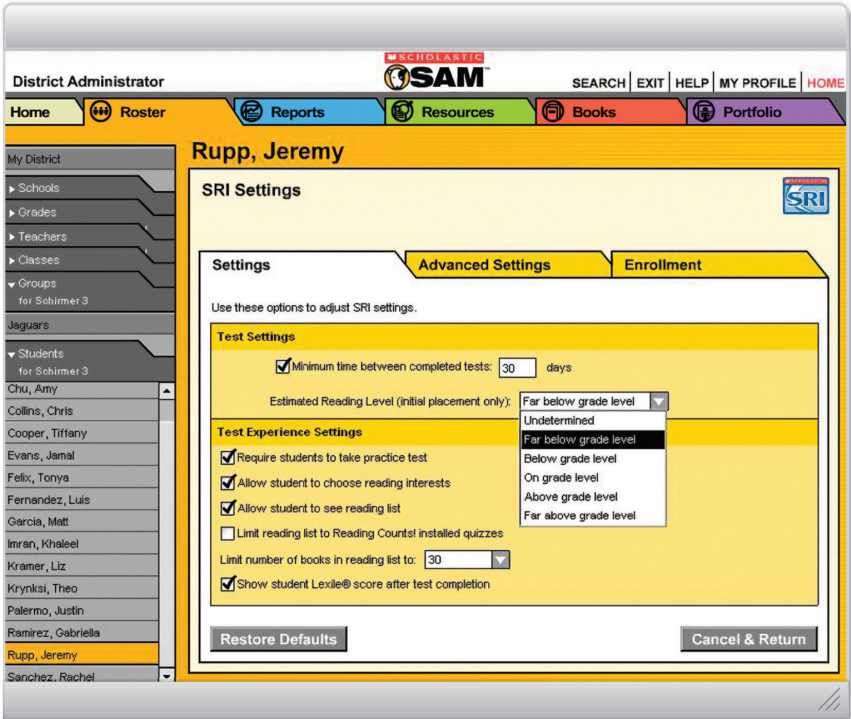
SAM Roster: SRI Settings

Target Estimated Reading Levels

1. Navigate to the SAM Roster.

2. Select a student, group, or class on the SmartBar.

3. Select **SRI Settings** in the Program menu at the bottom of the screen.

4. Use the drop-down menu to select the appropriate **Estimated Reading Level**. When in doubt, it is better to select a reading level directly below the student's current level.

5. Click **Save and Return**.

For more information about SRI settings in SAM, see the SRI Software Manual.

TIP

Ensure Accurate Results Targeting students for appropriate placement in their initial SRI reduces the Standard Error of Measurement (SEM), ensuring more reliable initial SRI results.

The SRI Student Experience

Once your students are enrolled in *Scholastic Reading Inventory* in SAM, they are ready to take the SRI test. Review the SRI testing process with students before administering the test. Directions below are written for student use.

SRI Welcome Screen

Log in to SRI.

1. Launch SRI.

2. Type in your username and password.

3. Click **Go** or press the **Enter** key.

4. If you receive an error message, check with your teacher to ensure that you are enrolled in the program and using the correct login information.

TIP

Before your students take the SRI, you may wish to review some test-taking strategies with them. See the **Best Practices for Managing SRI** section on page 64.

Using the Book Interest Screen

Before taking the SRI test, students are asked to indicate what types of books they like to read. Students can select up to three genres of books. The categories include topics such as "friends and family," "sports and fun," and "earth and space." These categories change based on grade level: K–2, 3–5, and 6–12.

The choices made by each student are used to create an individualized Recommended Reading Report at the completion of the test. The books on the Recommended Reading Report are chosen based on the student's reading interests and current Lexile score, ensuring that recommended books are engaging and at an appropriate reading level. (See **p. 88** for more information.)

What kinds of books do you like to read?

ACTION & ADVENTURE	ANCIENT CIVILIZATIONS	BIOGRAPHIES & AUTOBIOGRAPHIES	CAREERS
CITIES & LANDMARKS	GEOGRAPHY & WORLD CULTURES	GOVERNMENT & POLITICS	HEROES & GREAT EVENTS
HISTORY	HUMOR	ROMANCE & RELATIONSHIPS	MUSIC & ART
MYSTERY	MYTHS, FOLKTALES & LEGENDS	NATURAL DISASTER & WAR	NATURE & THE ENVIRONMENT
SCIENCE & TECHNOLOGY	SCIENCE FICTION & FANTASY	SPACE	SPORTS & HOBBIES

SRI Book Interest Screen for Secondary Students

Choose Book Interests

1. Click a colored circle to select a category of interest. You may choose up to three categories.

2. Click again to deselect the choice.

3. The SRI uses these choices to create a customized recommended reading list that corresponds to your interests and Lexile.
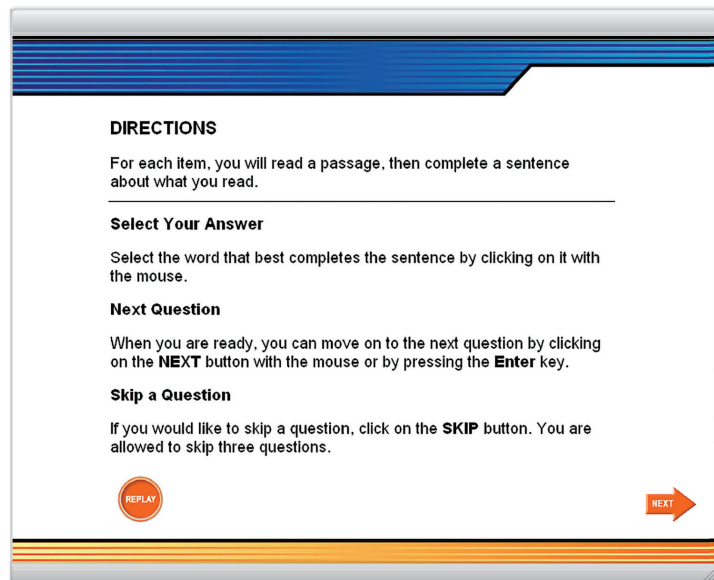
TIP

Choosing only one or two topics instead of three increases the percentage of books from that genre included on the Recommended Reading Report.

Taking the Practice Test

After logging in, students are presented with the test directions. When they finish reading or listening to the directions, they click **Next** to begin the practice test.

Practice questions ensure that students understand the test directions and are comfortable using the computer to take the SRI. Students will answer three practice questions that are formatted like the actual test. Practice questions will be easier than the targeted reading level.

DIRECTIONS

For each item, you will read a passage, then complete a sentence about what you read.

Select Your Answer

Select the word that best completes the sentence by clicking on it with the mouse.

Next Question

When you are ready, you can move on to the next question by clicking on the **NEXT** button with the mouse or by pressing the **Enter** key.

Skip a Question

If you would like to skip a question, click on the **SKIP** button. You are allowed to skip three questions.

REPLAY   NEXT

SRI Test Directions

Answer the Practice Questions

1. Read and listen to the test directions.

2. Answer the practice questions. Read the paragraph and the fill-in-the-blank question.

3. Select the correct answer from four multiple choice questions and click **Next**.

4. If you have difficulty with the practice questions, you will receive a prompt on the screen directing you to seek help from the teacher.

TIP

If students in grades 7 and above do not have an Estimated Reading Level set in SAM, the first time they take SRI, the practice questions are followed by an additional 2 to 5 questions, to help determine an appropriate starting difficulty for the test.

Taking an SRI Test

An SRI test consists of brief selections of authentic fiction and nonfiction literature. After students read each passage, a multiple choice question displays on the screen. Because the test is adaptive, the total number of questions differs for each student.

Sample Question

Take the Test

1. Select an answer for each question.

2. Change your answer by clicking on a different choice. You can use a mouse or the arrow keys on a keyboard.

3. Click **Next**. You cannot return to previous questions.

4. During the test you can choose to skip up to three questions. You may not go back to these questions.

Returning to an Incomplete SRI Test

Students may quit and save incomplete SRI tests to accommodate schedules for computer use or if they simply need more time. When they log in to SRI again, they will be automatically prompted to continue taking the test.

Would you like to save your results and come back to the test later?

YES   NO
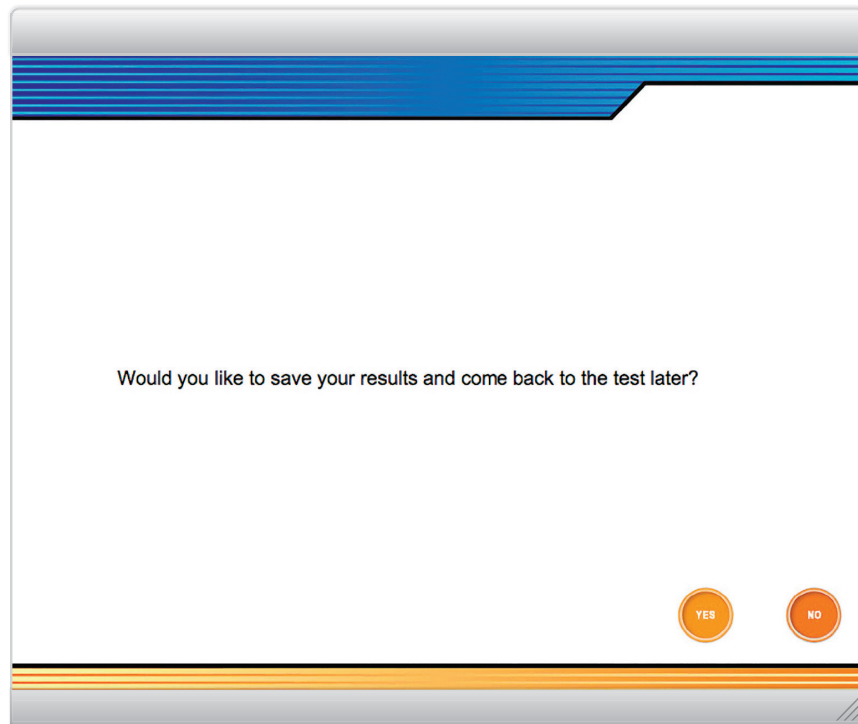
Exit Test Screen

Exit the SRI Before Completion

1. If you need to exit the test before completion, press the **Escape** key.

2. Click **Yes** to exit the test.

3. To complete your test, log in to SRI. The SRI will prompt you to complete the test.

TIP

If students begin feeling fatigued, allow them to take a break. Have students save the incomplete test and return to complete the test after the break.

Viewing the Recommended Reading Report

At the completion of the test, students can click **View** to see an individualized Recommended Reading Report based on the results from the SRI test and the types of books selected on the Book Interest screen. These are selected from a database of age-appropriate books.

Print the Reading Report

To print the customized Recommended Reading Report, students can click **Print** after clicking **View**. The **Print** window will open. Click **OK** to print the Recommended Reading Report.

Exit SRI

To exit the program, students simply click Quit once they are given the choice. The program will close. You may wish to have students write down their Lexile score before exiting the test.

Thank you, Roger.

Your test is complete. Your Lexile® score is 890L.

Click View to see or print your personal reading list.

Click Quit if you wish to exit the test.

YES   NO
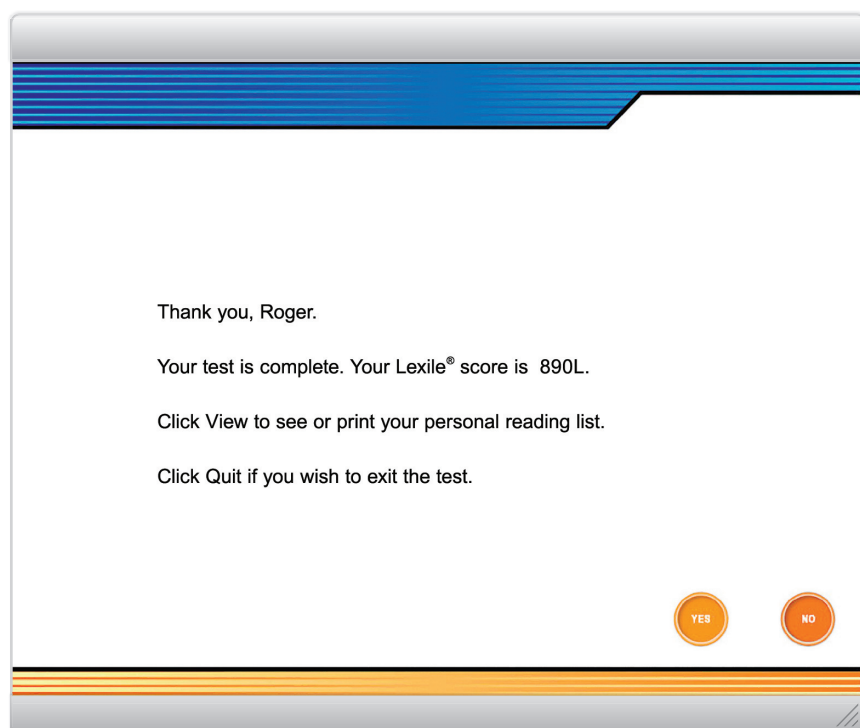
Results Screen

Tips for Administering SRI

Establish a plan and structure for administering an SRI test. Share the plan with students and create a comfortable environment to maximize student performance.

Create a Comfortable Assessment Experience

- Emphasize that the purpose of SRI is to find out how well students are reading.

- Explain the test format to students and go over several sample items aloud with the class.

- Model SRI on an interactive whiteboard or projector to familiarize students with the format.

- Make sure students have the basic computer skills necessary to complete the assessment.

- Inform both students and parents ahead of time when the assessment will be administered.

- Explain that SRI is not a race and not meant to be competitive, so students should take their time to complete the assessment.

- Explain the computer adaptive nature of the test: that students cannot return to previous questions, that they can skip up to three questions without penalty, and that the SRI should get harder as they progress.

Administer the Test in Different Environments

- SRI can be administered wherever computer systems are available: in the classroom, in a computer lab, or in a library media center. Typically, students take between 20 and 30 minutes to complete the test. Dedicated computers are not needed.

- For classroom test environments, test students throughout the week. Assign time slots for students to take the test each day. Be sure to give students enough time, particularly younger students or students with special needs. When students are taking tests, organize quiet activities for the rest of the class so that test-takers are not disturbed.

- When there is a computer for every student, administer the test to all students at one time. Do not put a time limit on the test. Students will finish at different times. Allow students who finish before others to read silently upon completing the test, so that other students are not disturbed.

Moderate Test Taking

- Make sure that you or another adult is available to answer questions during testing, or to help if there are technical problems with the computer.

- Assist younger students as they get started, if necessary, by helping them log on and enter their passwords.

- Make sure that students pay attention to the directions as they read aloud before the test begins. Encourage students to read along with the spoken directions. Ask if everyone understands the directions.

- Emphasize that students will take a Practice Test the first time they take the test, if you have decided to use this feature.

- Encourage students to use headphones if they need help concentrating or avoiding distraction.

- On subsequent administrations, review the test procedures to ensure that each test is taken correctly, with the same degree of seriousness. Inform students that subsequent tests begin at the reading level where they left off, which may make the initial questions seem more challenging.
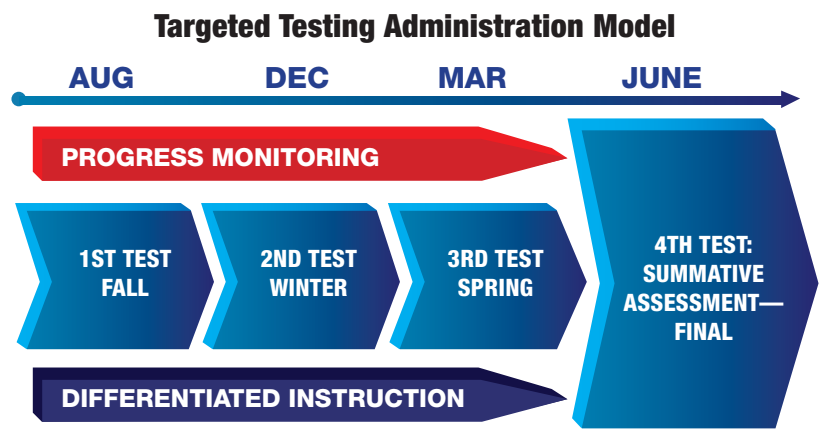
Establishing an SRI Testing Calendar

SRI results can be used for screening and placement decisions, as well as administered throughout the year for progress monitoring. SRI is based on prior knowledge of a student's ability; the starting point for each subsequent test is determined by the student's previous performance.

Establishing an SRI Testing Cycle

SRI assumes that instruction will occur between administrations, and it assumes that the student cannot grow more than a certain number of Lexile measures in a set range of time. It is recommended that students take the SRI test three or four times each year, with each test administration at least 30 days apart. Spacing the assessments in this way allows time between tests for students to make gains through instruction and practice and for teachers to make informed instructional decisions.

It is common to front-load the SRI test by administering two tests in the fall, followed by one test in the winter and a final summative test in the spring. In this way teachers and administrators can ensure a reliable fall score for determining instructional plans and appropriate placement. Subsequent SRI administrations are completed to monitor reading growth.

Targeted Testing Administration Model

AUG	DEC	MAR	JUNE

PROGRESS MONITORING

1ST TEST FALL	2ND TEST WINTER	3RD TEST SPRING	4TH TEST: SUMMATIVE ASSESSMENT— FINAL

DIFFERENTIATED INSTRUCTION

Sometimes schools choose not to target students for initial SRI testing. They make this choice deliberately because they do not have the resources to expend for consistent input of data (see **page 31**).

For untargeted students we suggest that schools complete an initial SRI administration at the beginning of the year and a second administration approximately 45–60 days with the resumption of the regular schedule of spring and midterm testing. This schedule will assist in providing greater accuracy of scores.

Untargeted Testing Administration Model
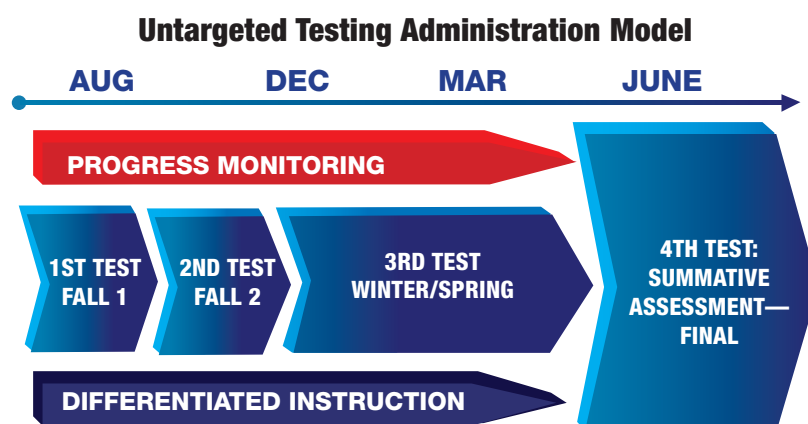
A school may add a test administration in the spring for a total of five test administrations. At least 30 days must elapse between test administrations.

Establishing SRI Testing Windows

In addition to establishing the total number of SRI administrations within a school year, schools and districts often establish "windows"–specific periods of time to administer each round of SRI testing. Establishing a range of testing dates for each SRI administration enables teachers and students to prepare for an optimal testing experience and address any challenges that may occur with the testing experience.

Establishing school- or district-wide testing windows also ensures that accurate growth comparisons can be made. Many schools and districts establish common testing windows of two to four weeks.

Using SRI Results

Types of SRI Results

SRI provides both criterion-referenced and norm-referenced test results. Criterion-referenced test results indicate a student's knowledge or skills as determined by a fixed measure. Norm-referenced results indicate how a student is performing by comparing that student to other students' performance, which is a changing measure.

Criterion-Referenced Results

The Lexile measure is **criterion-referenced** because it tells you at which level the student is reading. One standard metric, the Lexile measure, is used from first grade through graduate school to assess a student's reading ability, making it easy to chart a student's growth over the years. To draw an analogy, consider a ruler that uses inches and feet to measure how tall a child is and how much the child has grown from age eight to age eleven. The Lexile measure works in much the same way, giving an accurate picture of reading growth.

SRI gives teachers the Lexile measure of a book against which they can interpret a student's test results and reading growth. A book's Lexile measure is invariant because the text complexity does not change, therefore the level of reading ability needed to read that book will not change. For example, Judy Blume's *Tales of a Fourth Grade Nothing* will always require the same level of reading ability to comprehend the book.

Not only are the books fixed measures against which to interpret a student's ability, but they are also familiar benchmarks. For example, if a fourth grade student's Lexile measure matches that of *Charlotte's Web*, then the teacher knows from experience with this classic book that the student is reading on the appropriate level. Because the Lexile measure is applied to well-known books, teachers can interpret students' test results in a quantitative way—by looking at the books the student can read.

Norm-Referenced Results

To provide another familiar context in which to interpret Lexile measures, SRI provides **norm-referenced** results, including grade-level ranges and performance standards. A student's Lexile measure corresponds to the grade-level range at which the student is demonstrating proficiency in reading. SRI reports tell you whether the student is reading on, above, or below grade level. The reports also indicate the student's performance standard (Below Basic, Basic, Proficient, Advanced)—the level of proficiency at which the student is reading at that grade.

Norm-referenced metrics that are represented in SRI reports include national percentile rank, stanines, and normal curve equivalents (NCE). Other nationally normed tests, e.g., Stanford 9 (SAT9), the Stanford Diagnostic Reading Test (SDRT), and the Iowa Test of Basic Skills (ITBS) have been linked to the Lexile Framework as well. For certain accountability purposes, norm-referenced measures (e.g., stanines or national percentiles) are required.

Grade Level	Performance Standard
Above ◄····►	Advanced
On ◄····►	Proficient
Below ◄····►	Basic; Below Basic

The correlation between Grade Level and Performance Standard
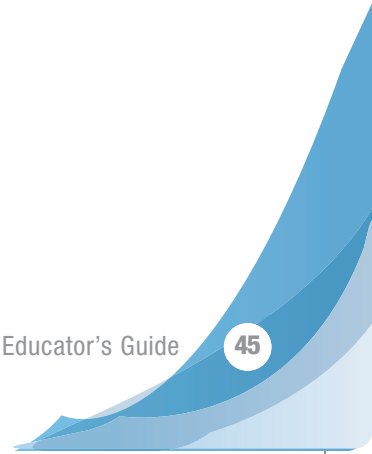
Understanding Normative Results

Teachers administer the SRI throughout the school year to monitor student progress. Results can be compared against the original (norm) group that took the test. SAM Reports for individual students, classes, schools, or districts display SRI results with the following metrics:

Normative Data

Percentage of area under the normal curve										
1	2	5	9	15	18	18	15	9	5	2	1

Normal curve equivalent scores (NCEs): 1 10 20 30 40 50 60 70 80 90 99

Percentiles: 1 10 20 30 40 50 60 70 80 90 95

Stanines: 1 2 3 4 5 6 7 8 9
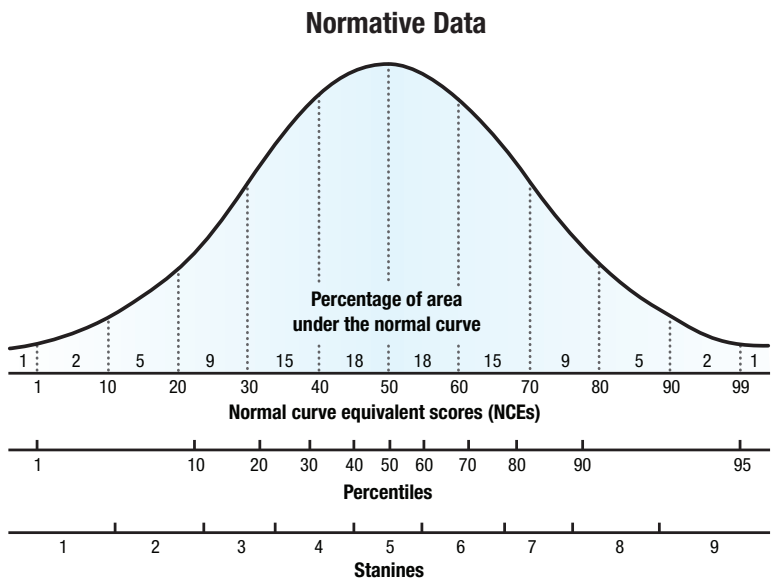
Percentile Rank A student's percentile rank is a score that tells the percent of students in a particular group that received lower scores on a test than the student did. It shows the student's relative position, or rank, in a group of students who are in the same grade. For example, if a student scores at the 65th percentile, it means that the student performed as well or better than 65% of the norm group.

Stanine A stanine is a standardized score ranging from 1 to 9. Unlike percentile rank, stanine scores are equally distributed across the entire bell curve for all grade levels. Stanines represent a range of scores. Stanines of 1–3 are considered below average, stanines of 4–6 are considered average, and stanines of 7–9 are considered above average. Like percentiles, stanines indicate a student's standing in comparison with the norm group.

Normal Curve Equivalent (NCE) The NCE is a way of measuring where a student falls along a normal bell curve. NCE's range from 1 to 99. If a student was to make exactly one year of progress after one year of instruction, his NCE score would remain the same and his NCE gain would be zero, even though his Lexile would increase. Students who make more than a year's progress will have made a larger gain, resulting in a larger NCE score.

Grade Level The grade level indicates how close to grade-level proficiency a student's reading level is, based on his Lexile and associated grade-level Lexile range. Grade level equivalencies range from Far Below Grade Level to Far Above Grade Level.

Performance Standard A performance standard associates a student's Lexile with one of four performance standards: Below Basic, Basic, Proficient, and Advanced. These performance standards include a range of Lexile scores which vary by grade level.

Using Results for Progress Monitoring

As students develop stronger comprehension skills, their reading growth is reflected in their SRI results. When readers are young or just learning to read, their growth rate will be higher. As they become fluent, the rate of growth decreases. For example, when you were learning to read, you likely made large gains in reading comprehension initially. Now that you are a fluent reader, your gains are likely very small.

Understanding SRI Growth Expectations

Determining appropriate growth expectations depends on the student's grade level and current Lexile score. The expected growth rate chart below is based on students whose normative results indicate that they are reading at the 25th, 50th, and 75th percentiles.

Grade	Average Annual Lexile Growth[1]		
	25th Percentile	50th Percentile	75th Percentile
3–5	140L	80L	60L
6–8	70L	30L	20L
9–11	50L	30L	20L

Without intervention, students with lower initial Lexile scores may take longer to reach proficiency. Compare students' initial Lexile and grade-level growth expectations to determine how much growth is expected.

[1] In July 2008, SRI fall-to-spring growth expectations were recalculated based on seven years of student data from a large urban school district in South Florida. In the data set, each grade level grouping included all pre- and post-test SRI scores collected for that grade over the seven years studied. A total of 82,954 students were included in the sample.

Setting Individual Growth Targets

Students who understand established SRI growth targets are more likely to be motivated to do whatever it takes to succeed. Use individual student SRI reports, performance standard information, and Conference Logs to discuss growth with students.

DATA STORY

Student: Chris Collins
Grade: 7
Initial Lexile: 784L
Performance Standard: Basic
Final Lexile: 868L
Performance Standard: Advanced

Chris began the year with a Lexile in the Basic range. His teacher implemented an incentive system to recognize students with reading growth, and also encouraged Chris to read books at higher Lexile levels to stretch his comprehension. By the end of the year, Chris moved to the Advanced performance standard.

DATA STORY

Student: Lydia Gonzalez
Grade: 10
Initial Lexile: 640L
Performance Standard: Below Basic
Final Lexile: 740L
Performance Standard: Basic

Lydia began the year with a Lexile in the Below Basic range. Her teacher helped her set a goal to move up one performance standard by the end of the year. By regularly conferencing to track her growth and providing additional support during reading instruction, Lydia moved to the Basic performance standard by the end of the year.

SRI Growth Case Study:
What Growth Should I Expect?

Review the case study below to learn how to set and track student SRI growth expectations. Use these steps when communicating growth targets to your students.

DATA STORY

Student: Robert Molina
Grade: 5
Fall Lexile: 640L
Spring Lexile: 720L
Performance Standard: Proficient

1. Administer an initial SRI test.

Robert completed his initial SRI test and scored a 640L.

2. Use SRI results to determine performance standard.

The Intervention Grouping Report reveals that Robert's fall score was within the Basic performance standard for 5th grade.

3. Identify Lexile needed to reach a higher performance standard by next school year.

Review of the Performance Bands and Lexile Correlation chart on **page 19** indicates that to reach Proficient, a 6th grader would need a fall Lexile of 800L. To achieve this Proficient performance standard by the fall of 6th grade, Robert needs to score at least a 800L on his final test.

4. Review average annual Lexile growth for current grade level to set growth expectations.

Based on his initial SRI results, Robert would need a Lexile gain of 160L to reach the Proficient performance standard by the fall of 6th grade. The chart on page 19 indicates that the average expected Lexile growth for a student in 5th grade is 140L. Since Robert has already gained 80L by midyear and has reached Proficiency for 5th grade, he may be able to achieve a score of 800L by the end of this school year.

5. Communicate growth expectations to students.

In a conference with Robert, help him understand his growth goal of 140L. Use the **Lexile Framework for Reading Map, Reproducible 1**, as well as the **Student Progress Report** or **Read for Life Report** to help Robert track his initial results and subsequent growth. Tailor resources and instruction to help Robert stretch his reading fluency.

6. Monitor growth throughout the year and provide guidance and support.

Use the **Lexile Framework for Reading Map, Reproducible 1,** to help Robert set growth goals from one SRI test to the next, making his annual growth goal more achievable. Track and celebrate growth after each test, and adjust the end-of-year growth goal if necessary, depending on test results throughout the year.

Variations in SRI Results

It is expected that over the course of the year, students' Lexile measures will increase. Most students should make at least one year's growth by the end of the year. Fluctuations in the trajectory of a score may be based on a variety of factors.

External Factors

- The student's state of mind at the time of testing can affect the test score. The student may be tired, hungry, or distracted during the test, which can impact performance.

- The testing environment may not be conducive for the student. If the classroom environment is noisy or the student feels pressured to complete the test within a set time period, the environment may impact performance.

Internal Factors

- Targeting a student's initial reading level in SAM enables the test to set initial questions at the appropriate reading level. If a student is not targeted, it may take longer than one test administration for the SRI to adapt the difficulty of the questions to the student's appropriate level.

- Since SRI is adaptive, retesting the student too often diminishes the accuracy of the SRI score. Retaking SRI several times in rapid succession will continue to reduce the possible Lexile gains that a test may reflect, since the gain from item to item gets smaller and smaller with each test within the 30-day window. Severe over-testing can impact results.

Reviewing SRI Score Variations

When a student's score…	This may be due to…	Scholastic recommends…
…shows little or no growth.	…the test adapting to a student's true reading level.	…reviewing the test score in the context of the student's overall SRI performance. …waiting for the next SRI testing window to administer another test.
…shows a minute decline on the second SRI test.	…not appropriately targeting the initial SRI test. …the test adapting.	…reviewing the test score in the context of the student's overall SRI performance. …waiting for the next SRI testing window to administer another test.
…shows a large decline on the second SRI test.	…not appropriately targeting the initial SRI test. …a variety of factors.	…removing the initial SRI test score using the Remove Test function in the SRI Settings in SAM Roster. …using the 2nd SRI score as the fall benchmark.

Using SRI Results

Using Results for Instruction

A comprehensive reading program includes both instructional and independent reading. Instructional reading provides students with an opportunity to build skills. Independent reading is necessary for students to grow as readers, practice reading skills, and develop a love of reading.

The charts on the following pages indicate how texts with different Lexile reading ranges can be used in a reading environment that consists of instructional and independent reading. While students are targeted at their Lexile measures, they can also read books within a Lexile reading range; that is, a number of Lexile measures above and below their measures.

The charts on the next pages indicate the ranges that can be used for different independent and instructional reading purposes. Think of a sliding scale as you consider what level of material is appropriate for students in different reading contexts. When students read below their Lexile measure (as much as by 250L), they encounter text that is targeted to their independent level and becomes increasingly easy for them to read. When students read above their Lexile measure (as much as 250L), they encounter text that challenges them and should be targeted for instructional purposes. Within the instructional and independent reading zones, books may be used for a variety of purposes as illustrated in the charts.

Independent Reading

Lexile Reading Range	Purpose	Recommended Context	Student Experience
100L to 250L below the student's Lexile measure	Read to build fluency and confidence.	Motivate readers to engage in reading for pleasure. Text at this range is optimal for reluctant and remedial readers.	**Fluent** Reader experiences automaticity with text. Both the vocabulary and syntax the reader encounters are easy.
50L above to 100L below the student's Lexile measure	Build comprehension skills and acquire new vocabulary while reading independently.	This is optimal when the student has selected the book and is interested in the topic.	**Challenging** Student demonstrates a sufficient control of vocabulary and syntax to get over hurdles that he or she encounters, with relative ease. An appropriate level of challenge—neither frustration nor boredom will occur.
50L and above the student's Lexile measure	Read for challenge.	Only use text at this level if the student has prior knowledge or deep interest or confidence in the subject of the book.	**Frustrating** This is the student's frustration zone, except in cases where the student has a deep interest or confidence in the subject of the book.

Instructional Reading

Lexile Reading Range	Purpose	Recommended Context	Student Experience
100L to 250L below the student's Lexile measure	Skill instruction for remedial or reluctant readers.	Use text at this level with reluctant or remedial students and to help students master a challenging subject or skill.	**Easy** The student will experience fluency with the text and can focus on mastering more advanced reading skills.
50L above to 100L below the student's Lexile measure	Skill instruction that focuses on teaching new or difficult skills and subjects.	Use text at this level when asking students to read independently as you instruct. One-on-one support is not needed.	**On-Level** The student will read with confidence and control, as well as with the appropriate level of challenge to grow as a reader.
50L to 250L above the student's Lexile measure	Skill instruction that exposes students to new vocabulary, difficult syntax, and challenging literary features. Challenge students to grow as readers, building new vocabulary and skills.	Use text at this level when providing one-on-one support to the student, in small-group instruction, or during read alouds.	**Challenging** The student will not be able to read the text independently, but with the right amount of support, he or she will build reading skills.

Using Lexile Measures in Your Classroom

Within any one classroom, there will be a range of readers and a range of complexity of reading materials. For example, within a fifth-grade classroom, students may be reading from the third-grade to eighth-grade level. Therefore, in that fifth-grade classroom, there need to be texts at appropriate levels of complexity. As long as students are reading materials within their Lexile range, they are forecasted to comprehend what they read and will be able to practice the same skills as those reading above or below them.

Once you know the Lexile measures of your students, there are a number of ways you can use that knowledge to maximize reading instruction. Here are some tips to consider for successfully teaching in a classroom with a range of Lexile measures.

Whole Class Reading

- Consult the **Proficiency Report**, **Reading Performance Report**, or **Targeted Reading Report** to determine an appropriate level at which to select a book for whole class reading. Make sure to select a book that is no more than 250L above the lowest measure in your class. Provide extra instructional support to students who are reading text that is more than 50L above their measure.

- Use the **Book Expert** (see p. 62) to select books that represent the different Lexile measures in your class and that connect to the themes and topics you are studying, as well as the core reading programs you are using. For example, if you are studying the Civil War, select five different books on that topic that correspond to the different Lexile measures in your class.

- Select books at a higher Lexile measure if you are reading books aloud to the whole class or are using audiobooks. Students listen at a higher comprehension rate than that at which they read. Discuss the books and model reading strategies, such as comparing text to personal experience.

- Model reading strategies regularly, including making inferences, drawing conclusions, summarizing and visualizing text, identifying the main idea, and asking questions while reading, to make sure that all students receive the support that they need.

- Provide a variety of assignments for students to respond to text in different ways through writing, speaking, acting, etc.

Using Lexile Measures in Your Classroom (continued)

Group Reading

- Assemble students into small reading groups according to their Lexile measures and interests. Ask each group to select common texts on their **Recommended Reading Reports** to read and discuss. Assign group projects that provide responses to the books that have been read.

- Provide a sequenced approach when selecting reading materials for reading groups that are within each group's Lexile reading range. (Consult the **Targeted Reading Report** to identify the group's Lexile reading range.) Start with easier texts at the beginning of the year and then move to more challenging texts.

Independent Reading

- Select books that match each student's current reading level. Include texts that are within the student's fluent (100L–250L below level) and challenging (100L below to 50L above) ranges. Allow students to select their own texts as well.

- Encourage students to read books on their **Recommended Reading Reports**.

- Encourage students to read above their Lexile measures when the text is on a topic in which they are very interested. Their familiarity with the topic, as well as their background and vocabulary knowledge, allow them to read at a more challenging level.

- Guide students who are reading about an unfamiliar or difficult topic to choose texts at the lower end of, or below, their Lexile range. Reading lower-level texts can help them gain the necessary background information to continue reading and understanding the material.

Instructional Reading

- When instructing students one-on-one or in small groups, choose texts with a Lexile measure that is higher than the student's current measure (up to 250L above). With the proper guidance, scaffolding, and support, the reader is capable of comprehending more challenging materials.

- When teaching a new and challenging subject, or working with students on a difficult reading skill, select texts that are on or below the students' Lexile measures so that their comprehension level is high.

Using Lexile Measures in Your Classroom to Motivate Readers

Students are motivated to read when they read books on appropriate levels and about interesting topics. Use Lexile measures and students' **Recommended Reading Reports** to help students find books that appeal to them and generate excitement about reading in your classroom.

- Choose high-interest books on a lower Lexile measure (up to 250L below measure) to motivate readers to succeed.

- Use the SAM **Book Expert** (p. 62) to find books on topics of interest to students. Consult their **Recommended Reading Reports** (generated according to their interests and Lexile measures) to find similar types of books to recommend.

- Set personal goals with students to read a set number of books within their Lexile reading ranges. (See **My Personal Goal, Reproducible 6.**)

- Reward students if they reach their goals by posting their names and goals on the bulletin board, or by printing customizable certificates from the SAM Roster. When posting student information, be aware of district privacy rules.

- Encourage students to select their own books within their Lexile reading ranges on topics that interest them.

- Have students recommend their favorite books by completing the **Book Recommendation, Reproducibles 7–8.**

- Group students (in small groups) and assign them books according to their Lexile measures so that they can read and discuss books that are on their level in a comfortable and small environment. Encourage each student to add to the discussion.

- Use the **Book Expert** to assign different books (reflecting your class's Lexile measures) on the same topic, so that all students can successfully understand the topic or theme you are studying.

- Chart students' reading growth on the **Lexile Framework for Reading Map, Reproducible 1** and let them see their progress.

- Give students extra credit if they write book reviews on books from their **Recommended Reading Reports**.

- Create a book corner in your classroom or library media center to highlight books that are on students' **Recommended Reading Reports**.

- Send the **Recommended Reading Reports** home to encourage families to help children select appropriate reading material.

- Ask students to respond to books on their **Recommended Reading Reports**, both orally and in writing.

Using SAM to Guide Book Selection

The **Book Expert** is a powerful tool that searches a library of thousands of titles to help you find books to match your students' needs. The **Book Expert** allows you to filter search results to find appropriate titles based on age, Lexile, and interest.

Finding the Right Books

To open the **Book Expert** search screen, click the **Books** button on the main display of the SAM Home Page, or click the **Books** tab along the top of any screen in SAM.

You can search the books included in the **Book Expert** by title, author, Lexile, or ten other descriptive categories.

Use **Quick Search** to search by title or author's last name to find different book titles.

Use **Advanced Search** to find books based on several different criteria.

SAM Book Expert

Book Expert Quick Search

When you know the author or title of a book, you can enter that information in the top **Quick Search** box and click **Go**. Your results will display in the **Search Results** screen, where you can sort information and read more about each book included in the results.

Book Expert Advanced Search

Advanced Search allows you to apply multiple filters to your search so that you can narrow search results. From the Advanced Search screen, you can select one or more filter categories, such as book level, genre, series, comprehension skill, or interest level. Use these filters to search for appropriate books for instructional or independent reading.

- **Instructional Reading:** Search for titles that address a specific comprehension skill, culture, genre, theme, or topic. Narrow results by selecting Lexile or interest level. Use results for whole class read-alouds, literature circles, or small-group reading instruction.

- **Independent Reading:** Search for titles within a specific interest level or Lexile range for individual students. Use **Recommended Reading Reports** to identify student's book interests, then narrow results by selecting interest, genre, theme, or topic. Use results for independent reading or reading at home.

Search Results

Once you have selected your search criteria, click **Search**. Books that fit your filter categories will display. Click on the title of a book to review more information. Sort results by title, author, level, or points. For more information on using the SAM **Book Expert,** see the software manual (**http://edproductsupport.scholastic.com/ts/home**).

	Book/Quiz Title	Author	Lexile®	RL	GRL	Points	Words	Genre	Copies
☑	A. Is For Alibi	Grafton, Sue	890	6.5		15	75671	Fiction	0
☐	Adam Of The Road	Gray, Elizabeth Janet	1030	5.9		12	56891	Fiction	0
☐	Bears, Bears, Bears	Lynch, Wayne	1190	7.1		6	14891	Non-Fiction	0
☑	Bears: Animals That ...	Sanchez, Isidro	900	4.9		2	1773	Non-Fiction	0
☐	Bearstone	Hobbs, Will	780	5.3	V	8	37616	Fiction	0
☐	Bearymore	Freeman, Don	720	3.1	N	2	1212	Fiction	0
☑	Sarah & Me & The Lad...	Beatty, Patricia	800	6.1	T	11	40400	Fiction	0
☐	Sarah Anne Hartford	Duey, Kathleen	830	4.8		7	27369	Fiction	0
☐	Sarah Bishop	O'Dell, Scott	760	6.8	X	5	20643	Fiction	0
☑	Sarah On Her Own	Coombs, Karen Mueller	970	6.9		13	54804	Fiction	0
☐	Sarah With An H	Irwin, Hadley	850	7.4		8	33047	Fiction	0

6 Records in Custom List
Checked items are added to the Custom List.

Items 1 through 50 of 14143 | Next 50 >

View Custom List

SAM Book Expert: Search Results

Best Practices for Managing SRI

The outline below provides tips for SRI test preparation and administration, as well as ideas for evaluation and teaching opportunities. These are optional tips and suggestions that you may adjust depending on your individual classroom needs.

Before Initial Test	After Initial Test
1. **Determine the testing schedule for the year.** Work with school or district administrators to determine an appropriate testing cycle and establish testing windows. 2. **Use SAM to enroll students in SRI.** See page 28 or the Software Manual for more information on SAM student enrollment. 3. **Target students for their first test, if appropriate.** See page 30 for more information on targeting students. 4. **Print the SRI Student Roster.** Share login information with students. 5. **Introduce students to SRI.** Emphasize that the SRI will help them by providing an assessment of their reading abilities and by helping to match them with appropriate books that they will enjoy. 6. **Practice test-taking strategies.** Read several items aloud and model finding the correct answer. Discuss procedures for testing on the computer and using question skips. 7. **Create a student-friendly test environment.** See page 38 for more information.	1. **Review SRI reports.** • Use the Intervention Grouping Report to create guided reading groups. • Use the Targeted Reading Report to assist with independent reading selections. • Share the Read for Life Report with students to help set and track reading growth goals. • Check the Incomplete Test Alert to ensure that all students completed the test. 2. **Discuss student reading lists.** Encourage students to refer to their Recommended Reading Reports when making independent reading choices. 3. **Establish growth goals.** Work with students to establish reading growth goals based on their initial test results. 4. **Guide classroom instruction.** • Place students in reading groups according to their test results. Use the SAM Book Expert to select appropriate books for students to read on topics you are currently teaching. • Adjust the level of the books you choose according to whether you are reading aloud to the class, teaching specific skills, or scaffolding reading strategies. 5. **Strengthen your library.** Share the Recommended Reading Reports with media specialists, encouraging them to organize targeted collections and help students select books at the appropriate level. 6. **Involve families.** Print and send home the Parent Report I to share test results with parents and caregivers.

Please note that SRI is typically administered three to five times a year; these tips apply to any subsequent testing.

Before Subsequent Tests	After Subsequent Tests

1. **Inform students and families about test dates.**
 	
2. **Review previous test results.** Print the Student Test Printout and discuss previous answers and test-taking strategies.
 	
3. **Discuss growth goals.** Review initial test scores, current results, and progress toward growth goal.
 	
4. **Administer the test.** Ensure that all students have an opportunity to complete the test. Assign time slots for taking the test, if necessary.
	1. **Review SRI reports.** Review classroom reports such as the Growth Report, the Targeted Reading Report, or the Intervention Grouping Report to make instructional decisions.
	
	2. **Conference with students.** Use the Student Progress Report, Student Test Printout, or Read for Life Report to review individual student results. Celebrate success and track progress toward reading goals.
	
	3. **Guide classroom instruction.**
	
	   • Use the SAM Book Expert to select books in your students' Lexile ranges. See page 62 for more information.
	   • For students who are reading below grade level, focus on skill instruction using books that are up to 250L below their level (a level at which they read with 90% comprehension).
	
	4. **Discuss results with administrators.** Print the Proficiency Report, Growth Report, and Intervention Grouping Report to show administrators the range of Lexile measures in your class and discuss student progress.
	
	5. **Involve families.** Print and send home Parent Report II to update parents and caregivers on their child's progress. Send home a Recommended Reading Report to encourage reading outside of school.

Conferencing With Students

Sharing progress data with students fosters student ownership and increases motivation. Plan to schedule regular conferences with students to discuss their reading goals and progress toward achieving those goals.

How to Conference

1. Prepare all materials and information before the conference.

2. Ensure that students have an assignment that they can complete independently while you conference. Time each conference so that you have time to meet with each student one-on-one.

3. Remind students what to bring to the conference.

4. Begin by celebrating positive aspects of classroom performance.

5. Explain current progress—what is progressing well and areas of challenge. Review goals and progress toward achieving goals. Allow students to use their progress results to articulate their own goals.

6. Have students write their goals on a **Conference Log** (see **Reproducible 5**).

7. Ensure that students understand outcomes and goals for the next conference.

8. End on a positive note.

What to Prepare for a Student Conference

Consider the focus of your conference as you gather relevant information. During some conferences you may wish to discuss SRI or other student progress results, while at other conferences you may choose to focus on having a book talk to discuss how the students are reacting to the books they are reading. You may wish to use the **Conference Log**, **Reproducible 5** and/or the **My Personal Goal, Reproducible 6** to structure your conference.

Consider using some of the following artifacts at a student conference:

- Student Progress Report or Read For Life Report
- Recommended Reading Report
- Student Test Printout
- Reading Logs or Book Logs

Sharing Results With Families

Families are a critical link in each student's reading progress. Maintain contact with families throughout the year, sharing achievements and concerns with parents as they happen.

Collaborating With Families

- Send home letters introducing and providing classroom updates to the family.
- Schedule conferences to discuss any concerns about student progress.
- Share **Recommended Reading Reports**. Families can use the suggested book titles to find appropriate books at the library or bookstore.
- Invite families to visit the classroom during the year.

How to Structure a Parent-Teacher Conference

Focus each conference on specific elements of student performance. Use current student results and benchmark data to help families understand their child's progress and learn about ways they can help facilitate that progress.

1. Understand the conference goals prior to sitting down with families. What do you hope to communicate and what can families do to help their child at home? What questions or concerns might families have regarding their child's performance?

2. Gather relevant information. Determine which reports or student work best demonstrate the topics you wish to discuss with parents. Compile these items, remembering not to overwhelm families with too much information.

3. If the families requested the conference, begin the meeting by allowing the family to describe their questions and concerns while you listen. Repeat their concerns back to them to make sure you understood them clearly. Then address concerns one at a time.

4. When you begin sharing information about the student, begin by discussing the positive aspects of the student's performance.

5. Work with families to craft a plan to support the student. Set goals and clearly communicate how caregivers can be involved in assisting the student with achieving those goals.

6. End the conference on a positive note and communicate how and when the family will receive updates.

Reviewing SRI Reports

SRI Reports: An Overview

One of the most powerful features of SRI is its ability to generate data that can be immediately used in the classroom to monitor and assess student progress. SAM organizes and analyzes the results gathered from student tests, and presents this information in a series of clear, understandable reports that will help you track reading growth over time and evaluate progress towards proficiency goals. SRI reports will help you effectively assess where your students are now and where they need to go.

SRI reports are organized according to purpose. There are four categories in all: Progress Monitoring, Instructional Planning, Alerts & Acknowledgments, and School-to-Home. Although each report is listed under only one category, reports can be used for many purposes.

With SRI reports, you can:

- detect trends in reading growth.
- review student Lexile measures, performance standards, and normative information.
- match student interests and reading skills to appropriate books.
- identify situations that might require intervention.
- facilitate administrative tasks.

SRI Reports Purposes Chart

SRI reports serve specific purposes to meet the needs of teachers, students, families, and administrators. The chart below explains these purposes and how the reports meet the distinct interests of each audience.

Report Type	Audience	Examples
Progress Monitoring PROGRESS MONITORING	**Teachers** and **administrators** can use these reports for ongoing progress monitoring. **Teachers** may share these reports with **students**, **families**, and **administrators**.	• Growth Report, p. 76 • Proficiency Report, p. 80 • Student Progress Report, p. 92
Instructional Planning INSTRUCTIONAL PLANNING	**Teachers** can use these reports to plan further instruction and intervention.	• Intervention Grouping Report, p. 78 • Targeted Reading Report, p. 82 • Student Action Report, p. 90
Alerts & Acknowledgments	**Teachers** will receive these reports automatically when logging on to the Scholastic Achievement Manager.	• Incomplete Test Alert, p. 84
School-to-Home SCHOOL-TO-HOME	**Families** will appreciate these reports, which may be sent home or shared during conferences.	• Parent Report I, p. 100 • Parent Report II, p. 101

SRI Reports: At a Glance

Each time students complete an SRI, results are immediately available from SAM in a series of reports designed for students, teachers, and leaders. Review the common features of SRI reports to facilitate data analysis, progress monitoring, and instructional planning.

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1 PROGRESS MONITORING

Proficiency Report
CLASS: GREENE 3

SCHOLASTIC SRI

School: Lincoln School
Teacher: Sarah Greene **2**
Grade: 5

Time Period: 08/31/11 – 02/02/12

Grade 5 Only

PERFORMANCE STANDARD	LEXILE® RANGE	SARAH GREENE			ALL GRADE 5		
		STUDENTS	PERCENTAGE OF STUDENTS		STUDENTS	PERCENTAGE OF STUDENTS	
Advanced	1001 and Above	3	15%		18	16%	
Proficient	700 – 1000	7	35%		44	40%	
Basic	450 – 699	6	30%		38	35%	
Below Basic	BR – 449	4	20%		10	9%	

3 / **4**

BR = Beginning Reader

5 **YEAR-END PROFICIENCY LEXILE® RANGE**

GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
100-400	300-600	500-800	600-900	700-1000	800-1050	850-1100	900-1150	1000-1200	1025-1250	1050-1300	1050-1300

6 **Using This Report**

Purpose: This report shows the current performance standards of a group or class, as compared to its corresponding grade.

Follow-Up: Compare the current performance standard breakdowns for the particular group or class to those of the grade as a whole. Use the information to set instructional goals, setting appropriate targets for the group or class.

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1. **Report Type:** This icon represents the report type, or category. There are four types in all: Progress Monitoring, Instructional Planning, Alerts & Acknowledgements, and School-to-Home.

2. **Customized Information:** This area shows you the students, classes, schools, or the district you have selected. This area usually includes such information as school name, teacher name, and time period.

3. **Common Reports Data:** While SRI reports come in a variety of formats (tables, graphs, text), most will include such basic information as student names, their grade, their most recent test date, and their current results.

4. **Purposeful Data:** In addition to providing you with basic information about student results and test dates, each SRI report is designed to fulfill a specific purpose. For example, the Proficiency Report helps you monitor class progress in performance standards and related normative data.

5. **Report Key:** Much like a map, each report also includes a key that will guide your understanding of the data. For example, the **Proficiency Report** includes a listing of SRI Year-End Proficiency Lexile Ranges to help you determine if your students are reading at or are on target for reading at grade level.

6. **Report Purposes:** Look at the "Using This Report" box in each report to find suggestions for interpreting the data and to learn how to apply the data to your classroom instruction.

SRI Reports for Teachers Overview

Each time students take the SRI, the Scholastic Achievement Manager (SAM) captures and analyzes their test results. Generate reports for groups, classes, or all students. Use report results to establish benchmark scores, forecast growth, monitor reading progress, and make instructional decisions.

The chart below summarizes how to use each SRI class or group report.

If You Want to …	Run This Report
…analyze growth between two SRI tests	SRI Growth Report (p. 76)
…group students for reading instruction	SRI Intervention Grouping Report (p. 78)
…compare performance standards with grade-level performance	SRI Proficiency Report (p. 80)
…assist students with selecting readings at appropriate reading levels	SRI Targeted Reading Report (p. 82)
…identify students who may be struggling with SRI	SRI Incomplete Test Alert (p. 84)
…review student enrollment and login information	SRI Student Roster (p. 85)

Growth Report

Purpose This report measures student Lexile growth between two SRI test dates.

Growth Report
TEACHER: GREENE 3

PROGRESS
MONITORING

School: Lincoln School
Grade: 5

Time Period: 09/01/11 – 02/02/12

STUDENT	GRADE	FIRST TEST IN SELECTED TIME PERIOD		LAST TEST IN SELECTED TIME PERIOD		GROWTH IN LEXILE®*	
		LEXILE®	DATE	LEXILE®	DATE		
Saunders, Renee	5	570	09/08/11	890	02/01/12	320	
Gainer, Jacquelyn	5	780	09/08/11	1030	02/01/12	250	
Freeman, Charles	5	690	09/08/11	930	02/01/12	240	
Mamdani, Aliyah	5	530	09/08/11	760	02/01/12	230	
Cho, Henry	5	600	09/08/11	820	02/01/12	220	
Huang, Hsin-Yi	5	620	09/08/11	780	02/01/12	160	
Lewis, Chequan	5	930	09/08/11	1080	02/01/12	150	
Robinson, Tiffany	5	980	09/08/11	1110	02/01/12	130	
Richardson, Margaret	5	300	09/08/11	410	02/01/12	110	
Molina, Robert	5	640	09/08/11	720	02/01/12	80	
Levin, Daniel	5	520	09/08/11	570	02/01/12	50	
Stedman, Mark	5	210	09/08/11	250	02/01/12	40	
Kim, Julie	5	700	09/08/11	740	02/01/12	40	
Morgan, Rebekah	5	660	09/08/11	690	02/01/12	30	
Gilmore, Nicholas	5	650	09/08/11	680	02/01/12	30	
Cooper, Maya	5	630	09/08/11	650	02/01/12	20	
Ferguson, Jessica	5	500	09/08/11	520	02/01/12	20	
Nelson, Michael	5	310	09/08/11	320	02/01/12	10	
Camarillo, Teri	5	610	09/08/11	620	02/01/12	10	
Morris, Timothy	5	BR	09/08/11	BR	02/01/12	0	

* Scale for bar chart is based on highest Lexile® growth within selected time period.

Using This Report

Purpose: To identify the growth each student is making, check the dates of the two tests for an individual student. On average, students are expected to grow approximately 75-100 Lexiles per year.

Follow-Up: Provide opportunities to challenge students who show significant progress. Provide appropriate levels of intervention and support to students who are showing little growth. If zero or negative Lexile growth is recorded, check to see if students' test experience is problematic in some way and retest accordingly.

How It Helps
I use this report to track my students' reading gains throughout the year.

Use the Data

Who: Teachers, Administrators (Teacher, Class, or Group Report)

When: After each SRI administration, usually three to four times a year.

How: Monitor growth rates to ensure that schools, grades, or classes are on track to meet annual growth expectations.

Understand the Data

1 Student/Grade: Names of students included in the report, with their current grade levels.

2 First Test in Selected Time Period: Lexile results and test date for the first SRI test completed within the selected time period.

3 Last Test in Selected Time Period: Lexile results and test date for the last SRI test completed within the selected time period. N/A indicates a second test was not completed within the selected time period.

4 Growth in Lexile: Lexile increase between the first and last tests in the selected time period. Report is sorted by overall growth. The bar graph is scaled to the student with the largest increase.

Review Related Reports

- Intervention Grouping Report (p. 78)
- Targeted Reading Report (p. 82)
- Student Progress Report (p. 92)

Data in Action

To track growth for specific groups of students, use the SAM Reports screen to apply Demographic Filters.

Intervention Grouping Report

Purpose This report groups students based on SRI performance standards.

Intervention Grouping Report
CLASS: GREENE 3

INSTRUCTIONAL PLANNING

School: Lincoln School
Teacher: Sarah Greene
Grade: 5

Time Period: 09/01/11 – 02/02/12

| PERFORMANCE STANDARD | STUDENT | GRADE | LEXILE® | DATE | NORMATIVE DATA | | |
					PERCENTILE RANK	NCE	STANINE
Advanced	Robinson, Tiffany	5	1110	02/01/12	92	80	8
Advanced	Lewis, Chequan	5	1080	02/01/12	90	77	8
Advanced	Gainer, Jacquelyn	5	1030	02/01/12	83	70	7
Proficient	Freeman, Charles	5	930	02/01/12	69	60	6
Proficient	Saunders, Renee	5	890	02/01/12	62	56	6
Proficient	Cho, Henry	5	820	02/01/12	52	51	5
Proficient	Huang, Hsin-Yi	5	780	02/01/12	45	47	5
Proficient	Mamdani, Aliyah	5	760	02/01/12	42	46	5
Proficient	Kim, Julie	5	740	02/01/12	39	44	4
Proficient	Molina, Robert	5	720	02/01/12	36	42	4
Basic	Morgan, Rebekah	5	690	02/01/12	32	40	4
Basic	Gilmore, Nicholas	5	680	02/01/12	31	40	4
Basic	Cooper, Maya	5	650	02/01/12	27	37	4
Basic	Camarillo, Teri	5	620	02/01/12	24	35	4
Basic	Levin, Daniel	5	570	02/01/12	18	31	3
Basic	Ferguson, Jessica	5	520	02/01/12	14	27	3
Below Basic	Richardson, Margaret	5	410	02/01/12	6	17	2
Below Basic	Nelson, Michael	5	320	02/01/12	2	7	1
Below Basic	Stedman, Mark	5	250	02/01/12	1	1	1
Below Basic	Morris, Timothy	5	BR	02/01/12	1	1	1

Using This Report

Purpose: This report groups students under the four SRI performance standards. The report is used to target for additional support students whose performance is Below Basic or Basic.

Follow-Up: Use the information on the report to set goals for students. Plan appropriate instructional support and intervention for students who are reading below grade level. Encourage students to read independently at their reading level.

How It Helps
I use this report to determine how to group students and what type of support to provide each group.

Use the Data

Who: Teachers, Administrators (Teacher, Class, or Group Report)

When: After each SRI administration, or when grouping students by reading level.

How: Use the report to target additional support for students whose performance is Basic or Below Basic, to group students for reading instruction, or to guide book selection.

Understand the Data

1 **Performance Standard:** Student reading level, based on the SRI performance standards: Below Basic, Basic, Proficient, and Advanced.

2 **Lexile/Date:** Student's current Lexile measure, and date of last test completed within the selected time period.

3 **Normative Data:** Results based on corresponding normative data. See page 45 for more information.

- **Percentile Rank:** A score that tells what percent of students in a particular group received lower scores than this student. Percentiles range from 1 to 99.

- **NCE (Normal Curve Equivalent):** A comparison of student's rate of progress to the norm, based on a national sample.

- **Stanine:** A standardized score that indicates a student's relative standing in a norm group. Stanines 1–3 are below average; stanines 4–6 are average; stanines 7–9 are above average.

Review Related Reports

- Targeted Reading Report (p. 82)
- Student Action Report (p. 90)
- Student Progress Report (p. 92)

Data in Action

Differentiate instruction by providing additional support and structure for students reading in lower performance standards, while providing opportunities to stretch reading skills for students at higher performance standards.

Proficiency Report

Purpose This report shows the SRI proficiency of a group or class, as compared to its corresponding grade.

PROGRESS MONITORING

Proficiency Report
CLASS: GREENE 3

School: Lincoln School
Teacher: Sarah Greene
Grade: 5

Time Period: 08/31/11 – 02/02/12 **1**

Grade 5 Only **2**

		SARAH GREENE			ALL GRADE 5	
PERFORMANCE STANDARD **3**	LEXILE® RANGE	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS	
Advanced	1001 and Above	3	15%	18	16%	
Proficient	700 – 1000	7	35%	44	40%	
Basic	450 – 699	6	30%	38	35%	
Below Basic	BR – 449	4	20%	10	9%	

4 **5**

BR = Beginning Reader

6 **YEAR-END PROFICIENCY LEXILE® RANGE**

GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
100-400	300-600	500-800	600-900	700-1000	800-1050	850-1100	900-1150	1000-1200	1025-1250	1050-1300	1050-1300

Using This Report

Purpose: This report shows the current performance standards of a group or class, as compared to its corresponding grade.

Follow-Up: Compare the current performance standard breakdowns for the particular group or class to those of the grade as a whole. Use the information to set instructional goals, setting appropriate targets for the group or class.

How It Helps
I use this report to establish and track proficiency goals for my class.

Use the Data

Who: Teachers (Teacher, Class, or Group Report)

When: After each SRI administration, usually three or four times a year.

How: Compare class or group achievement in relation to their grade-level peers.

Understand the Data

1 **Time Period:** Default time period setting of This School Year displays results from the most recent SRI administration. Customize time period settings to review results from previous tests.

2 **Grade:** Results are displayed by grade level. Classes with students in multiple grades will display results in separate charts for each grade level.

3 **Performance Standard/Lexile Range:** SRI performance standards and corresponding grade-specific Lexile ranges.

4 **Students/Percentage of Students:** The total number of students per performance standard is given, followed by the corresponding percentage and a bar graph scaled to 100 percent.

5 **All Grade:** Number and percentage of students per performance standard for each grade level. Students included completed at least one SRI test.

6 **Year-End Proficiency Lexile Range:** Ranges within which students are considered to be reading proficiently at their grade level. Shaded grade levels indicate the grade levels of students included in the report.

Review Related Reports

- Intervention Grouping Report (p. 78)
- Targeted Reading Report (p. 82)
- Student Action Report (p. 90)

Data in Action

The total number of students in lower SRI performance standards should decrease throughout the year as students make reading gains and move to higher performance standards.

Targeted Reading Report

Purpose This report establishes reading ranges for text difficulty based on each student's Lexile measure.

Targeted Reading Report
CLASS: GREENE 3

INSTRUCTIONAL PLANNING

School: Lincoln School
Teacher: Sarah Greene
Grade: 5

Time Period: 09/01/11 – 02/02/12

STUDENT	GRADE	LEXILE®	TEST DATE	TEXT DIFFICULTY		
				EASY	ON LEVEL	CHALLENGING
Camarillo, Teri	5	620	02/01/12	370–520	520–670	670–870
Cho, Henry	5	820	02/01/12	570–720	720–870	870–1070
Cooper, Maya	5	650	02/01/12	400–550	550–700	700–900
Ferguson, Jessica	5	520	02/01/12	270–420	420–570	570–770
Freeman, Charles	5	930	02/01/12	680–830	830–980	980–1180
Gainer, Jacquelyn	5	1030	02/01/12	780–930	930–1080	1080–1280
Gilmore, Nicholas	5	680	02/01/12	430–580	580–730	730–930
Huang, Hsin-Yi	5	780	02/01/12	530–680	680–830	830–1030
Kim, Julie	5	740	02/01/12	490–640	640–790	790–990
Levin, Daniel	5	570	02/01/12	320–470	470–620	620–820
Lewis, Chequan	5	1080	02/01/12	830–980	980–1130	1130–1330
Mamdani, Aliyah	5	760	02/01/12	510–660	660–810	810–1010
Molina, Robert	5	720	02/01/12	470–620	620–770	770–970
Morgan, Rebekah	5	690	02/01/12	440–590	590–740	740–940
Morris, Timothy	5	BR	02/01/12	BR	BR–120	120–320
Nelson, Michael	5	320	02/01/12	70–220	220–370	370–570
Richardson, Margaret	5	410	02/01/12	160–310	310–460	460–660
Robinson, Tiffany	5	1110	02/01/12	860–1010	1010–1160	1160–1360
Saunders, Renee	5	890	02/01/12	640–790	790–940	940–1140
Stedman, Mark	5	250	02/01/12	BR–150	150–300	300–500

BR = Beginning Reader

Using This Report

Purpose: This report establishes Lexile reading ranges for text difficulty – easy, average, and challenging – for each student based on the student's Lexile measure.

Follow-Up: Use the reading ranges to assign appropriately leveled text for different instructional purposes and to help students choose books at a comfortable level for independent reading.

How It Helps
I use this report to assign appropriately leveled texts for both guided and independent reading.

Use the Data

Who: Teachers (Teacher, Class, or Group Report)

When: After each SRI test administration, or according to instructional needs.

How: Use reading ranges to guide reading selections and determine what type of instructional support to provide.

Understand the Data

1. **Lexile/Test Date:** Student's current Lexile and date of last test completed within the selected time period.

2. **Text Difficulty:** Reading ranges, in Lexiles, for Easy, On Level, and Challenging texts. Reading ranges are customized for each student based on the student's current Lexile.

3. **Easy:** 100L to 250L below student's current Lexile. Use texts at this level for skill instruction with struggling or reluctant readers, or to help students master a challenging subject or skill.

4. **On Level:** 100L below to 50L above student's current Lexile. Use texts at this level when asking students to read independently.

5. **Challenging:** 50L to 250L above student's current Lexile. Use texts at this level for read-alouds, guided reading, or other forms of small-group or one-on-one support.

Review Related Reports

- Intervention Grouping Report (p. 78)
- Recommended Reading Report (p. 88)
- Student Action Report (p. 90)

Data in Action

When students read independently, encourage them to stretch their comprehension by selecting books in the Challenging range when they have background information about the topic or are highly motivated to read.

Incomplete Test Alert

Purpose This report shows students who did not complete an SRI test. It includes the date the test was attempted and the student's current grade level.

Incomplete Test Alert
TEACHER: Greene, Sarah

School: Lincoln School
Grade: 5

Time Period: 09/01/11 – 02/02/12

STUDENT	GRADE	ATTEMPTED TEST DATE
Ferguson, Jessica	5	11/17/11
Morris, Timothy	5	10/11/11
Robinson, Tiffany	5	01/19/12

Using This Report

Purpose: This report shows students who did not complete the SRI test on their latest test. It includes the student's grade and the date of the incomplete test.

Follow-Up: Plan each student's next SRI administration, and investigate why each student did not complete the test.

How It Helps
I follow up with students listed on the report to ensure they are not having trouble with the test.

Student Roster

Purpose This report lists the students assigned to a selected group, class, or teacher. It includes each student's grade, ID, username, and password.

Student Roster
CLASS: GREENE 3

MANAGEMENT

SCHOLASTIC SRI

School: Lincoln School
Teacher: Sarah Greene
Grade: 5

Time Period: 09/01/11 – 02/02/12

STUDENT	GRADE	STUDENT ID	USERNAME	PASSWORD
Camarillo, Teri	5	99117	tcamarillo	pas5word
Cho, Henry	5	69614	hcho	pas5word
Cooper, Maya	5	42237	mcooper	pas5word
Ferguson, Jessica	5	20328	jferguson	pas5word
Freeman, Charles	5	88947	cfreeman	pas5word
Gainer, Jacquelyn	5	49997	jgainer	pas5word
Gilmore, Nicholas	5	83775	ngilmore	pas5word
Huang, Hsin-Yi	5	28697	hhuang	pas5word
Kim, Julie	5	90306	jkim	pas5word
Levin, Daniel	5	53512	dlevin	pas5word
Lewis, Chequan	5	17312	clewis	pas5word
Mamdani, Aliyah	5	97972	amamdani	pas5word
Molina, Robert	5	41743	rmolina	pas5word
Morgan, Rebekah	5	93886	rmorgan	pas5word
Morris, Timothy	5	33423	tmorris	pas5word
Nelson, Michael	5	10036	mnelson	pas5word
Richardson, Margaret	5	50339	mrichardson	pas5word
Robinson, Tiffany	5	54571	trobinson	pas5word
Saunders, Renee	5	19486	rsaunders	pas5word
Stedman, Mark	5	52010	mstedman	pas5word

TOTAL STUDENTS = 20

Using This Report

Purpose: The Student Roster lists the students assigned to a selected group, class, or teacher. It includes each student's grade, ID, username, and password.

Follow-Up: Review the roster to track which students are enrolled in SRI.

How It Helps

I keep a copy of this report on hand in case students forget their login information. It also helps me easily track SRI enrollment.

Reports for Students

SRI Reports for Students Overview

Each time students take the SRI, the Scholastic Achievement Manager (SAM) captures and analyzes their test results. Use SAM results to generate individual student reports for conferencing and goal-setting.

The chart below summarizes how to use each SRI student report.

If You Want to …	Run This Report
…view a list of recommended books based on interest and reading level	SRI Recommended Reading Report (p. 88)
…plan instruction based on SRI performance and reading ability	SRI Student Action Report (p. 90)
…review comprehensive student performance on SRI	SRI Student Progress Report (p. 92)
…compare student SRI performance with sample texts	SRI Read For Life Report (p. 96)
…review an individual student's answers on an SRI test	SRI Student Test Printout (p. 98)
…introduce families to SRI	SRI Parent Report I (p. 100)
…update families on their child's SRI performance	SRI Parent Report II (p. 101)

Recommended Reading Report

Purpose This report provides an individualized list of books for each student, based on reading interests and SRI results.

Recommended Reading Report
STUDENT: MOLINA, ROBERT

INSTRUCTIONAL PLANNING

Teacher: Sarah Greene
Grade: 5
Class: Greene 3

Time Period: 02/02/12 – 02/02/12

Test Date: 02/01/2012 **(1)**
Student Lexile®: 720

(2) Robert, here are some great books at your reading level.

READING INTEREST	QUIZ	TITLE **(3)**	AUTHOR	LEXILE® **(4)**
Action & Adventure	✓	"Key To Rondo, The"	Rodda, Emily	710
	✓	"Killing Sea, The"	Lewis, Richard	760
		"Treasure in the Royal Tower, The"	Keene, Carolyn	710
	✓	"Vanishings, The"	Jenkins, Jerry B.	750
	✓	Julie	George, Jean Craighead	700
		Leven Thumps And The Eyes Of The Want	Skye, Obert	760
		Maximum Ride: The Final Warning	Patterson, James	720
	✓	Nancy's Mysterious Letter	Keene, Carolyn	720
	✓	Second Chance	Jenkins, Jerry B.	720
		Shackleton's Stowaway	McKernan, Victoria	740
Humor	✓	"Kid Who Ran For President, The"	Gutman, Dan	730
	✓	"Mouse Rap, The"	Myers, Walter Dean	720
		"Thief of Always, The"	Barker, Clive	740
		101 Ways To Bug Your Teacher	Wardlaw, Lee	700
		Crazy Weekend	Soto, Gary	730
		Eye of The Beholder	Hayes, Daniel	720
	✓	Freaky Friday	Rodgers, May M.	730
		Jack's Black Book	Gantos, Jack	710
	✓	P.S. Longer Letter Later	Martin, Ann M.	750
		Whales on Stilts!	Anderson, M. T.	760
Mystery	✓	"Mystery of Cabin Island, The"	Dixon, Franklin W.	700
	✓	"Mystery Of The 99 Steps, The"	Keene, Carolyn	750
	✓	"Tower Treasure, The"	Dixon, Franklin W.	740
	✓	"Yellow Feather Mystery, The"	Dixon, Franklin W.	740
		Both Sides Of Time	Cooney, Caroline B.	750
	✓	Colibri	Cameron, Ann	730
		Detectives In Togas	Winterfeld, Henry	700
		Ransom/Five Were Missing	Duncan, Lois	750
		Red Rider's Hood	Shusterman, Neal	760
	✓	Someone Was Watching	Patneaude, David	710

✓	Scholastic Reading Counts! Installed Quiz	🔴 READ 180 Title

Using This Report

Purpose: This report provides an individualized list of books for a student, based on his or her reading interest and SRI test results.

Follow-Up: Share the list with students, encouraging them to explore the recommended titles. Then, help students find and choose books.

> ## How It Helps
> *I use this report to help students select books that match their interests and reading levels.*

Use the Data

Who: Teachers, Students (Student Report)

When: After each SRI administration, or when helping students select books.

How: Print this report after each SRI test administration and share with students, guiding them to select books that will interest them. Send this report home with students along with the SRI Parent Letter to provide caregivers guidance in helping their children select books.

Understand the Data

1 **Test Date/Student Lexile:** The student's most recent SRI test date and score, regardless of time period settings.

2 **Reading Interest:** Topics of interest the student selected at the beginning of the SRI test. Students can select up to three topics of interest.

3 **Title:** Books related to the student's interests at the appropriate reading level. A quiz icon next to the book title indicates that a *Scholastic Reading Counts!* quiz is installed and available.

4 **Lexile:** Lexile measure for each book.

Review Related Reports

- Student Action Report (p. 90)
- Read for Life Report (p. 96)
- Parent Report II (p. 101)

Data in Action

At the beginning of an SRI test, students choose book topics that interest them. Encourage students to select topics carefully so that their Recommended Reading Report reflects books that will truly interest them.

Student Action Report

Purpose This report tracks a student's SRI test history, provides ranges for independent and instructional reading, and offers teaching recommendations.

Student Action Report
STUDENT: MOLINA, ROBERT

INSTRUCTIONAL
PLANNING

Teacher: Sarah Greene
Grade: 5
Class: Greene 3

Time Period: 09/01/11 – 02/02/12

Robert's SRI Test History

Robert's Lexile® measure corresponds to the information indicated in the chart below:

TEST DATE	LEXILE®	PERFORMANCE STANDARD	TEST TYPE	NORMATIVE DATA		
				PERCENTILE RANK	NCE	STANINE
09/08/11	640	Basic	SRI Computer Test	26	36	4
11/17/11	680	Basic	SRI Computer Test	31	40	4
02/01/12	720	Proficient	SRI Computer Test	36	42	4

Targeted Reading Placement Chart

For a student with a Lexile® measure of **720**, use the Lexile® ranges indicated below to help guide book selection, according to your instructional purposes.

LEXILE® RANGE	INDEPENDENT READING	INSTRUCTIONAL READING
770–970	The text is difficult for Robert.	Robert can build reading skill with direct instructional support.
620–770	Robert can read the text with a high level of engagement and with appropriate levels of challenge.	Robert has sufficient control over vocabulary and syntax to work on applying reading skills.
470–620	Robert can read these texts fluently but with little challenge.	Robert is unchallenged by vocabulary and syntax. This level can be used when teaching new or challenging content.

Recommendations for Robert

To help Robert grow as a reader, encourage Robert to:

- Read books within the target Lexile range (50 Lexile above and 100 below Lexile measure).
- Use various word attack strategies (context clues, word families, reference materials) to determine the meaning of unknown words.
- Use reading strategies such as drawing conclusions, making and confirming predictions, and making inferences.
- Compare and contrast topics and themes presented across genres.
- Build vocabulary by reading and discussing at least 25 books per year (approximately 750,000 words).

Using This Report

Purpose: This report shows an individual student's SRI test history, a reading placement chart targeting appropriate Lexile ranges for different reading purposes, and teaching recommendations to help the student meet grade-level expectations.

Follow-Up: Review the student's performance and use the placement chart and recommendations for classroom or home assignments.

How It Helps

I use this report to help students select appropriate reading materials and determine what support to provide.

Use the Data

Who: Teachers, Students (Student Report)

When: After each SRI administration, or in preparation for conferencing.

How: Provide targeted instructional support based on current student reading levels.

Understand the Data

1 **Test Date/Lexile:** Includes date and student results for all tests completed within selected time period.

2 **Performance Standard:** Student's reading level, based on four SRI performance standards. Lexile ranges for each performance standard vary by grade level.

3 **Normative Data:** Student results compared to normative data set. Results are displayed as Percentile, NCE, and Stanine. See page 45 for more information.

4 **Targeted Reading Placement Chart:** Lexile reading ranges that help guide book selection for independent reading and instructional purposes. Results are based on student's current Lexile.

5 **Recommendations:** Suggested teaching strategies customized to the student's current Lexile results, grade and SRI performance standard.
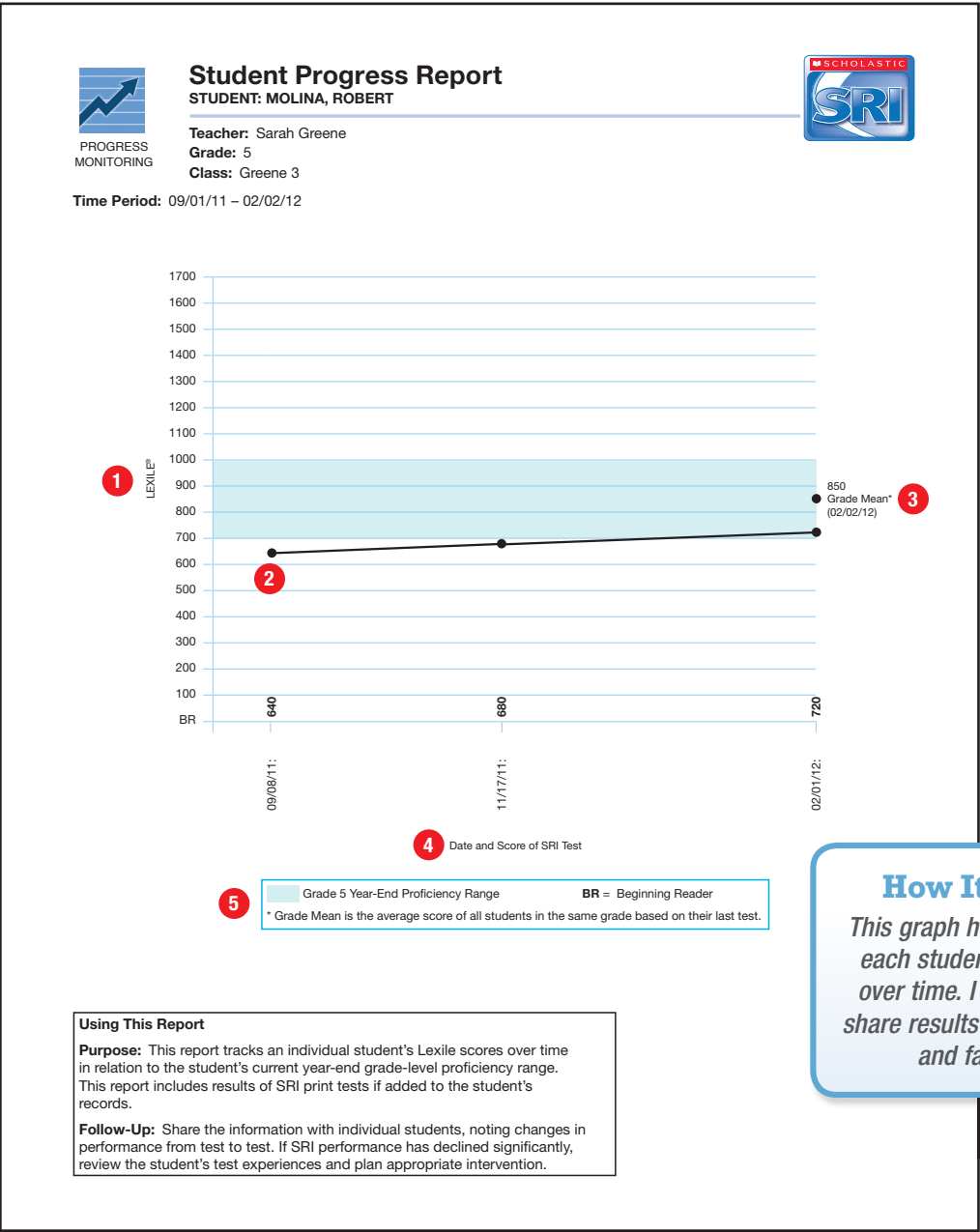
Review Related Reports

- Targeted Reading Report (p. 82)
- Recommended Reading Report (p. 88)
- Student Progress Report (p. 92)

Data in Action

Help students select books at appropriate reading levels for independent reading by using the results from this report to filter book choice options in the SAM Book Expert.

Student Progress Report (Page 1)

Purpose This report traces historical student progress on SRI tests in relation to the year-end grade-level proficiency range.

PROGRESS
MONITORING

Student Progress Report
STUDENT: MOLINA, ROBERT

Teacher: Sarah Greene
Grade: 5
Class: Greene 3

Time Period: 09/01/11 – 02/02/12

(1)

LEXILE®

1700
1600
1500
1400
1300
1200
1100
1000
900
800
700
600
500
400
300
200
100
BR

850
Grade Mean*
(02/02/12) **(3)**

(2)

640
680
720

09/08/11:
11/17/11:
02/01/12:

(4) Date and Score of SRI Test

(5) Grade 5 Year-End Proficiency Range   **BR** = Beginning Reader
* Grade Mean is the average score of all students in the same grade based on their last test.

Using This Report

Purpose: This report tracks an individual student's Lexile scores over time in relation to the student's current year-end grade-level proficiency range. This report includes results of SRI print tests if added to the student's records.

Follow-Up: Share the information with individual students, noting changes in performance from test to test. If SRI performance has declined significantly, review the student's test experiences and plan appropriate intervention.

> ### How It Helps
> *This graph helps me track each student's progress over time. I can use it to share results with students and families.*

Use the Data

Who: Teachers, Students (Student Report)

When: After each SRI administration, or in preparation for conferencing.

How: Conference with students, reviewing their progress and discussing growth expectations. Customize time period settings to review results over multiple years for students who have been enrolled in SRI for more than one year.

Understand the Data

1 **Lexile:** Vertical axis displays Lexile in increments of 100.

2 **Graph Entries:** Each dot on the graph represents a student's SRI result.

3 **Grade Mean:** The large dot represents the Grade Mean, the average score of all students in the grade based on their current SRI results.

4 **Date and Score of SRI Test:** Horizontal axis displays date and score of all SRI tests completed within the selected time period. Customize time period settings to review results for multiple years if students have been enrolled in SRI for more than one year.

5 **Year-End Proficiency Range:** The shaded area on the graph represents the year-end Lexile on-level proficiency range for the grade.

Student Progress Report (Page 2)

Student Progress Report (Page 2)
STUDENT: MOLINA, ROBERT

SCHOLASTIC
SRI

PROGRESS
MONITORING

Time Period: 09/01/11 – 02/02/12

| ① | ② | | ③ ③ | | ④ NORMATIVE DATA | | |
TEST DATE	TEST	LEXILE®	GRADE LEVEL	PERFORMANCE STANDARD	PERCENTILE RANK	NCE	STANINE
02/01/12	SRI Computer Test	**720**	On	Proficient	36	42	4
11/17/11	SRI Computer Test	**680**	Below	Basic	31	40	4
09/08/11	SRI Computer Test	**640**	Below	Basic	26	36	4

BR = Beginning Reader

YEAR-END PROFICIENCY LEXILE® RANGE

GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
100-400	300-600	500-800	600-900	700-1000	800-1050	850-1100	900-1150	1000-1200	1025-1250	1050-1300	1050-1300

Understand the Data *(continued)*

1 **Test Date:** The date each test was completed.

2 **Test:** SRI Computer Test or SRI Print Test.

3 **Grade Level/Performance Standard:** Corresponding grade level and performance standard, based on year-end Lexile proficiency ranges.

4 **Normative Data:** Corresponding normative data: Percentile Rank, Normal Curve Equivalent (NCE), and Stanine. See page 45 for more information.

- **Percentile Rank:** A score that tells what percent of students in a particular group received lower scores than this student. Percentiles range from 1 to 99.

- **NCE (Normal Curve Equivalent):** A comparison of student's rate of progress to the norm, based on a national sample.

- **Stanine:** A standardized score that indicates a student's relative standing in a norm group. Stanines 1–3 are below average; stanines 4–6 are average; stanines 7–9 are above average.

Review Related Reports

- Recommended Reading Report (p. 88)
- Student Action Report (p. 90)
- Read for Life Report (p. 96)

Data in Action

Prepare students for the SRI test by discussing previous test results. Remind students to use the Skip button if they are given a question they cannot answer. Students can skip up to three questions without penalty.

Read for Life Report

Purpose This report tracks student SRI results in relation to narrative, functional, and informational texts.

PROGRESS MONITORING

Read for Life Report
STUDENT: MOLINA, ROBERT

SCHOLASTIC SRI

Teacher: Sarah Greene
Grade: 5
Class: Greene 3

Time Period: 09/01/11 – 02/02/12

Types of Text

LEXILE®

1500
- College Textbook (1460)
- Job Application (1410)
- The New York Times (1380)
- Lemony Snicket's The End (1370)
- Standard Lease Agreement (1350)

1400

1300
- Federal Student Aid Application (1270)

1200
- Scholastic Homepage (1220)

1100
- Call of the Wild (1120)
- iPod™ Installation Manual (1130)
- 11th Grade Chemistry Textbook (1100)

1000
- 11th Grade American Lit Textbook (1040)
- Driver's License Manual (1020)

900
- Aquamarine (940)

800
- Stealing Home: The Story of Jackie Robinson (930)
- PlayStation® Install Instructions (830)
- Charlie and the Chocolate Factory (810)

700
- Toy Assembly Instructions (750)
- Esperanza Rising (750)

600
- All About Things People Do (630)
- I Lost My Tooth in Africa (620)

500
- Dangerous Game (520)

400
- Amelia Earhart Biography (450)
- Amazing Animals (400)
- Treasure Island (Graphic Classic) (440)

300
- The World of Water (300)

200
- The Odyssey (Graphic Classic) (210)

100

BR

1
2

Date	09/08/11	11/17/11	02/01/12
Score	640	680	720

Date and Score of SRI Test **3**

4 **5** **6**

Legend
Informational Text   Functional Text   Narrative Text

Using This Report

Purpose: This report shows student Lexile® scores from SRI tests in relation to real-world texts of varying types and difficulties.

Follow-Up: Use this report to demonstrate to students what reading levels are necessary to succeed in real-world situations where comprehension of various texts is required.

How It Helps
I use this report as a way to prepare students for reading real world texts.

Use the Data

Who: Teachers, Students (Student Report)

When: After each SRI administration, or in preparation for conferencing.

How: Help students establish and track SRI growth goals, comparing current reading levels to texts of interest.

Understand the Data

1 **Lexile:** Vertical axis shows Lexile measures in increments of 100.

2 **Graph Entries:** Data points represent a student's results on a particular date.

3 **Date and Score of SRI Test:** Horizontal axis shows dates and scores for five most recent SRI tests within selected time period.

4 **Informational Text:** Green indicates a text that conveys or explains different types of information, such as reference materials or personal narratives.

5 **Functional Text:** Blue indicates a text that has practical application in daily life, such as signs, directions, letters, and manuals.

6 **Narrative Text:** Red indicates a text that aims to entertain, to tell a story, or to provide a literary experience.

Review Related Reports

- Recommended Reading Report (p. 88)
- Student Progress Report (p. 92)
- Student Test Printout (p. 98)

Data in Action

Total SRI growth for the year depends on the student's grade level and initial test results. Review the SRI Growth information on page 48 to help students set individual growth goals.

Student Test Printout

Purpose This report displays results of a student's SRI test, including each passage, answer choices, and the student's responses.

Student Test Printout
STUDENT: MOLINA, ROBERT

INSTRUCTIONAL
PLANNING

Teacher: Sarah Greene
Grade: 5
Class: Greene 3

Time Period: 09/01/11–02/02/12

Test Date: 02/01/12 **(1)**
Test Time: 16 Minutes **(2)**
Student Lexile®: 720 **(3)**

(4) Q: In 1585, Simon Stevin, a Flemish mathematician, first extended the use of decimal places to the right of the ones place. Before then, fractions were used. Decimals are now more common than fractions for measurements. An advantage of decimals is that they are easier to put in order and compare.

Now, decimals are used _____ .

    sparingly

    <u>constantly</u>

✓often

    rarely

(5) Usiskin, Zalman, Cathy Hynes Feldman, Suzanne Davis, Sharon Mallo, Gladys Sanders, David Witonsky, James Flanders, Lydia Polonsky, Susan Porter and Steven S. Viktora. THE UNIVERSITY OF CHICAGO SCHOOL MATHEMATICS PROJECT: TRANSITION MATHEMATICS. Second Ed. Menlo Park, CA: Scott Foresman-Addison Wesley, 1998.

Q: Your clothes should cover as much of your body as possible. You can rub sunscreen on your skin for more help. The lotion can wash off, so repeat it often.

You should be _____ .

✓<u>protected</u>

    early

    smiling

    quiet

From WHITE WATER RAFTING by Marty Nabhan. Copyright © 1991 by Capstone Press. Published by Capstone Press.

Using This Report

Purpose: This report provides a printout of the last SRI test the student has completed. It includes each passage and all four answer choices, with the student's answer choice and the correct answer choice both indicated. Each passage source is also listed.

Follow-Up: Review the printout of the test with the student, pointing out items the student answered incorrectly. Work through those items with students to help them understand why they came up with incorrect answers.

How It Helps

I use this report to review test results with students. We work together to understand why particular questions were missed.

Use the Data

Who: Teachers, Students (Student Report)

When: After each SRI administration, usually three to four times a year

How: Conference one-on-one with students about their test results. Discuss questions that were answered incorrectly, helping students identify why their choice was incorrect.

Understand the Data

1 **Test Date:** The student's most recent SRI test date within selected time period.

2 **Test Time:** The amount of time a student spent taking the test. The test is not timed, but most students complete the test in 20–30 minutes.

3 **Student Lexile:** Displays the student's current SRI results.

4 **Passage/Answer Choices:** Displays each passage the student received. Each passage's multiple choice options are listed below the passage. Correct answers are indicated with a check mark; student responses are underlined.

5 **Citation:** Passages are selected from authentic reading materials students may encounter in daily life.

Review Related Reports

- Recommended Reading Report (p. 88)
- Student Progress Report (p. 92)
- Read for Life Report (p. 96)

Data in Action

Use test results to discuss test-taking strategies such as using skips, avoiding fatigue by exiting out of the test and resuming the next day, and best practices for answering multiple choice questions.

Parent Report I

Purpose Parent Report I introduces SRI to caregivers, summarizes the results of the student's first testing session, and offers several suggestions for how families can encourage their child to build fundamental reading skills at home.

SCHOOL-TO-HOME

STUDENT: MOLINA, ROBERT

Teacher: Sarah Greene
Grade: 5
Class: Greene 3

SCHOLASTIC
SRI

September 8, 2011

Dear Parent or Caregiver,

This year Robert will be completing the *Scholastic Reading Inventory* (SRI), a classroom-based assessment designed to evaluate students' reading ability, monitor student reading progress, and match students to books at their reading level.

The SRI test involves reading a series of short passages taken from fiction and nonfiction books and articles. After each passage, the student is asked to complete a fill-in-the-blank sentence. The test is taken on a computer, and lasts about 20 minutes. Test results are reported using a readability measurement called the Lexile®. The Lexile score can be used to assess Robert's reading ability as well as to recommend books at an appropriate reading level.

Robert's SRI Results

Test Date	Lexile® Test Results
September 8, 2011	640

Grade 5 End-of-Year Target Range: 700–1000 Lexiles®

There are a number of things that you can do at home to help support Robert's reading progress. Here are some suggestions:

· Set a goal for Robert to read at least 20 minutes a day.

· Help Robert find books that are at an appropriate reading level. Please contact me about how to use the Lexile Framework to identify books at the appropriate reading range.

· Make connections between Robert's interests and books to read. For example, if Robert likes animals, try to locate books on animals, both fiction and nonfiction.

· Try to spend time every day with Robert looking through "nonbook" kinds of materials, such as websites, pieces of mail, advertisements, and food labels, to demonstrate how important a part reading plays in daily life.

· Consider sharing with Robert the kinds of things you are reading. Tell Robert about interesting things you read in the newspaper, or about a magazine article that taught you something new.

Thank you for taking the time to help build Robert's reading skills. If I can be of any assistance, or if you have any questions, please feel free to contact me.

Sincerely,

_____

How It Helps

I send this report home after the first test to introduce families to SRI.

Parent Report II

Purpose Parent Report II updates caregivers, by providing them with an overview of their child's progress and offering further suggestions to encourage their child to develop reading skills.

SCHOOL-TO-HOME

STUDENT: MOLINA, ROBERT

Teacher: Sarah Greene
Grade: 5
Class: Greene 3

SCHOLASTIC SRI

February 2, 2012

Dear Parent or Caregiver,

Robert has just completed another *Scholastic Reading Inventory* (SRI) test, a classroom-based assessment designed to evaluate students' reading ability, monitor student reading progress, and match students to text. This letter is to inform you of Robert's latest results.

The results of Robert's SRI test are used in a number of ways. First, a student's score on the test is used to determine the student's reading ability compared to grade-level performance standards. These determinations can help tailor appropriate reading instruction. The results of subsequent SRI tests are then used to monitor progress over time. Student results are also used to match students to texts at their reading level, which helps to make reading rewarding, constructive, and enjoyable.

Robert's SRI Results

Test Date	Lexile® Test Results
February 1, 2012	720

Grade 5 End-of-Year Target Range: 700–1000 Lexiles®

Please continue to help support Robert's reading progress at home. Here are some further suggestions. Choose the ideas you think will work best for you and Robert:

- Set a goal for Robert to read at least 20 minutes a day. Try to set up a regular schedule, to provide some structure to Robert's reading efforts.

- Help Robert find books that are at an appropriate reading level. Please contact me about how to use the Lexile Framework to identify books at the appropriate reading range.

- Continue to make connections between your child's interests and things Robert might like to read. For example, if Robert likes animals, try to locate books on animals, both fiction and nonfiction.

- Spend time every day with Robert looking through "nonbook" kinds of materials, such as websites, pieces of mail, advertisements, and food labels, to demonstrate how important a part reading plays in daily life.

- Share with Robert the kinds of things you are reading. Tell Robert about interesting things you read in the newspaper, or about a magazine article that taught you something new.

Thank you for taking the time to help build Robert's reading skills. If I can be of any assistance, or if you have any questions, please feel free to contact me.

Sincerely,

_____

How It Helps
I send this report home after subsequent tests. I also use it as a foundation when conferencing with families.

SRI Reports for Administrators Overview

Teachers use the *Scholastic Reading Inventory* (SRI) at the beginning of the year to screen students. They also administer SRI during the year to monitor students' progress toward grade-level proficiency.

When students take SRI, the Scholastic Achievement Manager (SAM) captures their test results. You can review these results for classes, grades, teachers, schools, or an entire district using the SRI reports. These reports can help you to ensure that SRI is administered appropriately throughout the year and to monitor students' reading growth and response to intervention.

The following table briefly describes how you can use SRI reports.

If You Want to …	Run This Report
…monitor reading growth for demographic subgroups	SRI Demographic Growth Report (p. 104)
…track reading performance across student demographic groups	SRI Demographic Proficiency Report (p. 106)
…view SRI reading performance standards for a school, grade, or class	SRI District/School Proficiency Report (p. 108)
…examine reading growth between two SRI tests	SRI Growth Summary Report (p. 110)
…note changes in reading proficiency distribution across performance standards over time	SRI Proficiency Growth Report (p. 112)
…analyze overall current reading performance	SRI Proficiency Summary Report (p. 114)
…track SRI testing frequency by teacher or grade	SRI Teacher Roster (p. 116)
…view test activity by school or teacher	SRI Test Activity Report (p. 117)

Demographic Growth Report

Purpose This report provides a demographic summary of SRI performance over time.

Demographic Growth Report
SCHOOL: DISTRICT TWELVE

PROGRESS
MONITORING

Time Period: 09/01/11 – 02/02/12

Total Students: 442 **(1)**

District Twelve (442 total students)

DEMOGRAPHIC	STUDENTS	FIRST TEST IN TIME PERIOD	LAST TEST IN TIME PERIOD
African American	94	20% 10% 30% 40%	2% 6% 9% 83%
Asian/Pacific Islander	72	5% 5% 10% 80%	11% 14% 16% 59%
Economically Disadvantaged	75	30% 40% 10% 20%	10% 10% 20% 60%
Hispanic	74	30% 10% 15% 45%	10% 13% 15% 62%
Limited English Proficiency	86	20% 10% 40% 20%	10% 10% 10% 70%
Native American	0	N/A	N/A
Students w/Disabilities	6	10% 20% 10% 60%	10% 20% 20% 50%
White/Caucasian	261	10% 5% 10% 75%	1% 2% 5% 92%

Lincoln School (130 total students)

DEMOGRAPHIC	STUDENTS	FIRST TEST IN TIME PERIOD	LAST TEST IN TIME PERIOD
African American	14	20% 10% 30% 40%	10% 10% 50% 30%
Asian/Pacific Islander	23	5% 5% 10% 80%	5% 5% 10% 80%
Economically Disadvantaged	14	30% 40% 10% 20%	10% 10% 20% 60%
Hispanic	11	25% 20% 30% 25%	10% 20% 60% 10%
Limited English Proficiency	12	20% 20% 40% 20%	10% 10% 10% 70%
Native American	0	N/A	N/A
Students w/ Disabilities	18	10% 20% 10% 60%	10% 20% 20% 50%
White/Caucasian	102	10% 5% 10% 75%	10% 50% 10% 30%

Legend: ■ Below Basic ■ Basic ■ Proficient ■ Advanced

Using This Report

Purpose: This report provides a demographic breakdown of SRI performance over time.

Follow-Up: Identify demographic groups that are in need of extra help based on their SRI performance standard percentages.

How It Helps
Identify demographic groups that are in need of extra support based on their SRI performance standard ranges.

Use the Data

Who: District and School Administrators.

When: Run this report after at least two SRI administrations.

How: Monitor overall reading performance for various student populations.

Understand the Data

1 **Total Students:** Total students for each district, school, or grade who have completed at least two SRI tests within the selected time period.

2 **District, etc.:** When generated for a district, the district results are displayed in the top chart, followed by school results. When generated for a school, the school results are displayed in the top chart, followed by results for each grade level.

3 **Demographic:** Demographic groups included in the report. Students included on this report may appear in more than one subgroup.

4 **Performance Standard:** Percentage of students in each performance standard. Advanced, Proficient, Basic, or Below Basic. Performance standards are color-coded according to the key at the bottom of the report.

5 **First/Last Test in Time Period:** The report is based on the first and last SRI tests taken during the selected time period.

Review Related Reports

- Demographic Proficiency Report (p. 106)
- Growth Summary Report (p. 110)
- Proficiency Summary Report (p. 114)

Data in Action

To review results by demographic group, add demographic information when creating student accounts in the SAM Roster. This can be done during initial student data import or completed manually by modifying student profiles.

Demographic Proficiency Report

Purpose This report provides a demographic breakdown of SRI performance for schools, grades, and classes.

Demographic Proficiency Report
SCHOOL: DISTRICT TWELVE

PROGRESS
MONITORING

Time Period: 09/01/11 – 02/02/12

1 | **Total Students:** 582

District Twelve (582 total students)

DEMOGRAPHIC **2**	STUDENTS **3**	PERFORMANCE STANDARD **4**
African American	115	2% / 6% / 9% / 83%
Asian/Pacific Islander	82	11% / 14% / 16% / 59%
Economically Disadvantaged	75	10% / 10% / 20% / 60%
Hispanic	74	10% / 13% / 15% / 62%
Limited English Proficiency	86	10% / 10% / 10% / 70%
Native American	0	N/A
Students with Disabilities	54	10% / 20% / 20% / 50%
White/Caucasian	311	1% / 2% / 5% / 92%

Lincoln School (174 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD
African American	19	10% / 10% / 50% / 30%
Asian/Pacific Islander	23	5% / 5% / 10% / 80%
Economically Disadvantaged	24	10% / 10% / 20% / 60%
Hispanic	16	10% / 20% / 60% / 10%
Limited English Proficiency	12	10% / 10% / 10% / 70%
Native American	0	N/A
Students with Disabilities	18	10% / 20% / 20% / 50%
White/Caucasian	64	10% / 50% / 10% / 30%

Legend: Below Basic | Basic | Proficient | Advanced

Using This Report

Purpose: This report provides a demographic breakdown of SRI performance.

Follow-Up: Identify demographic groups that are in need of extra help based on their SRI performance standard percentages.

How It Helps
Identify demographic groups that are in need of extra support based on their SRI results.

Use the Data

Who: District and School Administrators.

When: Run this report after each SRI administration. Customize time period settings to review results from previous administrations.

How: Provide targeted instructional support based on current student reading levels.

Understand the Data

1 **Total Students:** Total number of students who have completed at least one SRI test within selected time period.

2 **Demographic:** Demographic groups included in the report. Note that students may be included in more than one subgroup.

3 **Students:** Total students within each demographic group.

4 **Performance Standard:** Percentage of students in each performance standard: Advanced, Proficient, Basic, and Below Basic. Performance standard results are color-coded according to the key at the bottom of the report.

Review Related Reports

- Demographic Growth Report (p. 104)
- Growth Summary Report (p. 110)
- Proficiency Summary Report (p. 114)

Data in Action

To review results by demographic group, add demographic information when creating student accounts in the SAM Roster. This can be done during initial student data import or completed manually by modifying student profiles.

District/School Proficiency Report

Purpose This report provides an overview of the performance of students who completed an SRI test.

PROGRESS MONITORING

District/School Proficiency Report
SCHOOL: DISTRICT TWELVE 1

SCHOLASTIC SRI

Time Period: 09/01/11 – 02/02/12 2

Total Grades: 3
Total 0Students: 582

District Twelve (582 total students)

3 | PERFORMANCE STANDARD | STUDENTS | 4 | PERCENTAGE OF STUDENTS

PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	59	10%
Proficient	218	37%
Basic	220	38%
Below Basic	85	15%

Lincoln School (174 total students)

PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	12	7%
Proficient	75	43%
Basic	65	37%
Below Basic	22	13%

Quincy School (97 total students)

PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	6	6%
Proficient	43	44%
Basic	35	36%
Below Basic	13	13%

5 **YEAR-END PROFICIENCY LEXILE® RANGE**

GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
100-400	300-600	500-800	600-900	700-1000	800-1050	850-1100	900-1150	1000-1200	1025-1250	1050-1300	1050-1300

Using This Report

Purpose: This report allows administrators or principals to review the performance of students using SRI on a district-wide or school-wide basis.

Follow-Up: Identify schools or classes whose performance on SRI is less than optimal. Review SRI usage with the respective principal or teacher.

How It Helps
I use this report to review SRI usage and performance results.

Use the Data

Who: District and School Administrators.

When: After each SRI test. Customize time period settings to review results from previous test administrations.

How: Use results to establish and monitor expected annual proficiency goals. Communicate expectations from students moving from lower to higher performance standards throughout the year.

Understand the Data

1 **District, etc.:** The district is listed at the top of the report, followed by the total number of students enrolled in SRI. When generated for an individual school, the school name appears with the total number of students enrolled in SRI at the school.

2 **Time Period:** Default time period setting of This School Year displays results from the most recently completed SRI test. Customize time period settings to review results from previous SRI tests.

3 **Performance Standard:** Each table is broken down by SRI performance standard: Advanced, Proficient, Basic, and Below Basic. Performance standard bands vary by grade level.

4 **Students/Percentage of Students:** The total number of students in each performance standard is given, followed by the corresponding percentage and a bar graph scaled to 100 percent.

5 **Year-End Proficiency Lexile Range:** Ranges within which students are considered to be reading proficiently at their grade level. Shaded grade levels indicate the grade levels of students included in the report.

Review Related Reports

- Demographic Proficiency Report (p. 106)
- Proficiency Growth Report (p. 112)
- Proficiency Summary Report (p. 114)

Data in Action

If students in a particular school or class are performing well, acknowledge the success, explore the instructional strategies being used, and share the strategies with other teachers or schools.

Growth Summary Report

Purpose This report measures Lexile growth between two SRI test dates in a selected time period.

PROGRESS MONITORING

Growth Summary Report
SCHOOL: DISTRICT TWELVE ①

Time Period: 09/01/11 – 02/02/12

② **Total Schools:** 4
Total Students: 442
Average Lexile Growth: 70

District Twelve (442 total students) ③ ④ ⑤

SCHOOL	TOTAL STUDENTS	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	AVERAGE GROWTH IN LEXILE	
Lincoln School	130	697	750	55	
Quincy School	97	640	730	90	
South Middle School	90	780	870	90	
Taft School	125	700	750	50	

Lincoln School (130 total students)

GRADE	TOTAL STUDENTS	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	AVERAGE GROWTH IN LEXILE	
4	20	600	650	50	
5	83	690	780	90	
6	27	800	830	30	

Quincy School (97 total students)

GRADE	TOTAL STUDENTS	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	AVERAGE GROWTH IN LEXILE	
4	22	610	700	90	
5	40	820	940	120	
6	35	900	970	70	

Using This Report

Purpose: This report measures Lexile growth over time, between two SRI test dates in a selected time period, by district broken down by school, and by school broken down by grade and teacher/class.

Follow-Up: Identify schools, or individual grades or classes within a school, that are not showing adequate growth over time and provide extra help to optimize SRI performance.

How It Helps
Identify schools, or individual grades or classes within a school, that are not showing adequate growth over time and provide extra help to optimize SRI performance.

Use the Data

Who: District and School Administrators.

When: Run this report after students have taken at least two SRI test administrations.

How: Monitor growth rates to ensure that schools, grades, or classes are on track to meet annual growth expectations.

Understand the Data

1 District, etc.: Select whether to run this report for a district, school or grade. When generated for a district, the district results are displayed in the top chart, followed by school results. When generated for a school, the school results are displayed in the top chart, followed by results for each grade level.

2 Total Students: Total students for each class, grade, or school who have completed at least two SRI tests within the selected time period.

3 First Test Score (Avg.) in Selected Time Period: Average Lexile measures of the first test for students who have completed at least two tests within the selected time period.

4 Last Test Score (Avg.) in Selected Time Period: Average Lexile measures of the most recent test for students who have completed at least two tests within the selected time period.

5 Average Growth in Lexile: Average increase in Lexile between the first and last test for all students who have completed at least two SRI tests within the selected time period.

Review Related Reports

- Demographic Growth Report (p. 104)
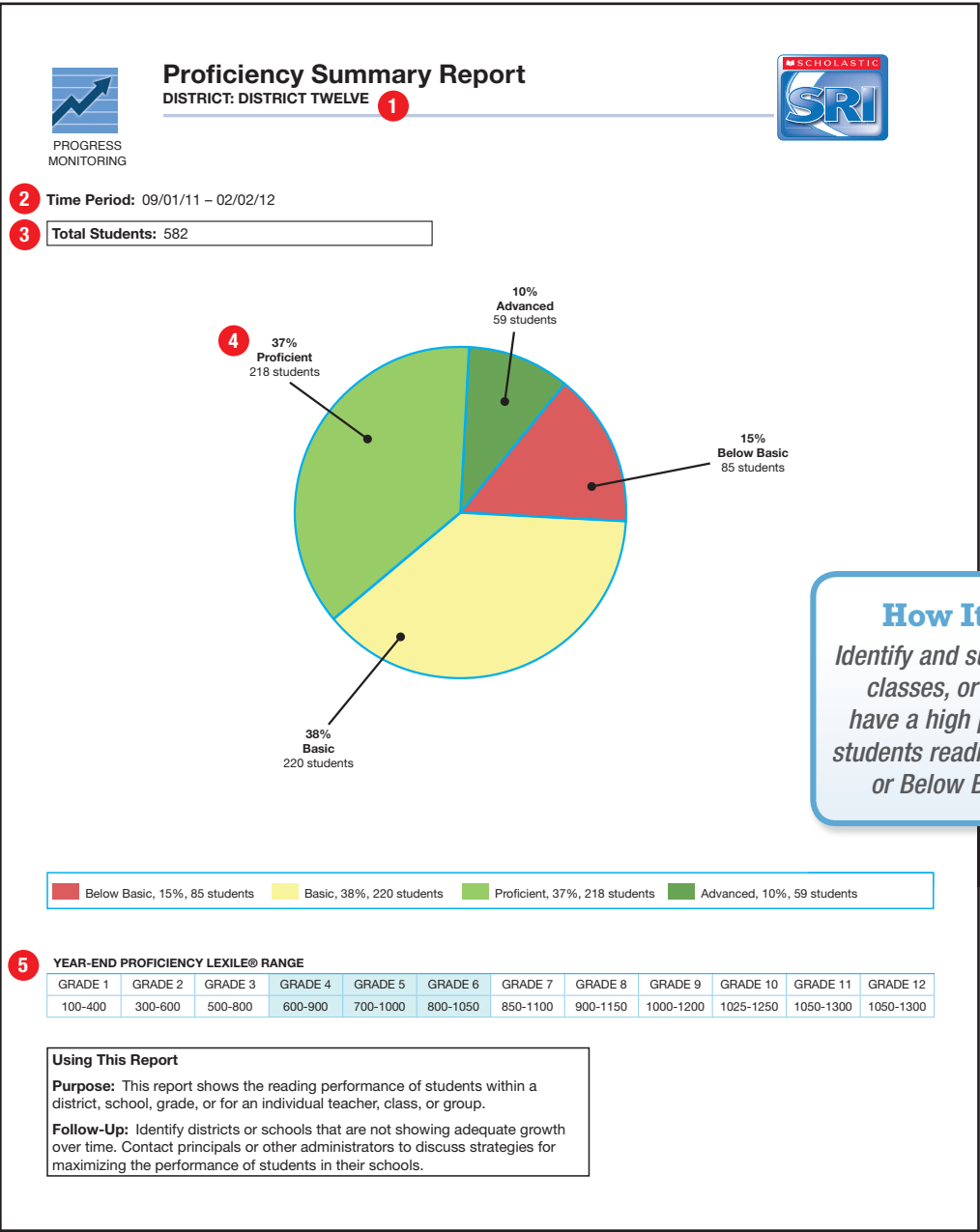- Demographic Proficiency Report (p. 106)
- Proficiency Summary Report (p. 114)

Data in Action

To track growth for specific groups of students, use the SAM Reports screen to apply appropriate demographic filters.

Proficiency Growth Report

Purpose This report shows changes in performance standards over time by district, school, grade, and teacher.

Proficiency Growth Report
SCHOOL: DISTRICT TWELVE

PROGRESS MONITORING

Time Period: 09/01/11 – 02/02/12

(1) | **Total Students:** 442

(2) **District Twelve (442 total students)**

(3) PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	**(4)** PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	40	9%	44	10%
Proficient	151	34%	165	37%
Basic	151	34%	168	38%
Below Basic	100	23%	65	15%

Lincoln School (130 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	8	6%	9	7%
Proficient	52	40%	56	43%
Basic	39	30%	48	37%
Below Basic	31	24%	17	13%

Quincy School (97 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	6	6%	9	9%
Proficient	31	32%	41	42%
Basic	28	29%	33	34%
Below Basic	32	33%	14	14%

Using This Report

Purpose: This report shows changes in distribution across performance standards over time by district, school, grade, and teacher.

Follow-Up: Identify schools (or grades within a school, or classes for individual teachers) that are not showing adequate growth over time and provide extra help to optimize SRI performance.

How It Helps

Identify schools or classes that are not showing adequate growth over time and provide extra help to optimize SRI performance.

Use the Data

Who: District and School Administrators.

When: After students have completed at least two SRI test administrations.

How: Monitor reading growth over time by comparing performance results from the first test to the most recent test. Customize time period settings to compare results between any two SRI tests.

Understand the Data

1. **Total Students:** Total students for each class, grade, or school who have completed at least two SRI tests within the selected time period.

2. **District, etc.:** When generated for a district, the district results are displayed in the top chart, followed by school results. When generated for a school, the school results are displayed in the top chart, followed by results for each grade.

3. **Performance Standard:** Each table is broken down by SRI performance standards: Advanced, Proficient, Basic, Below Basic. Lexile ranges for performance standards vary by grade level.

4. **Students/Percentage of Students:** The total number of students in each performance standard is given, for both the first and last tests in the time period, followed by the corresponding percentage and a bar graph scaled to 100 percent.

Review Related Reports

- Demographic Growth Report (p. 104)
- Growth Summary Report (p. 110)
- Proficiency Summary Report (p. 114)

Data in Action

The total number of students in Basic or Below Basic should decrease throughout the year as students make reading gains and move to higher performance standards.

Proficiency Summary Report

Purpose This report displays the reading performance of students within a district, school, or grade.

Proficiency Summary Report
DISTRICT: DISTRICT TWELVE ①

PROGRESS
MONITORING

② **Time Period:** 09/01/11 – 02/02/12

③ **Total Students:** 582

10%
Advanced
59 students

④ 37%
Proficient
218 students

15%
Below Basic
85 students

38%
Basic
220 students

How It Helps
Identify and support schools, classes, or grades that have a high percentage of students reading in the Basic or Below Basic range.

| Below Basic, 15%, 85 students | Basic, 38%, 220 students | Proficient, 37%, 218 students | Advanced, 10%, 59 students |

⑤ **YEAR-END PROFICIENCY LEXILE® RANGE**

GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
100-400	300-600	500-800	600-900	700-1000	800-1050	850-1100	900-1150	1000-1200	1025-1250	1050-1300	1050-1300

Using This Report

Purpose: This report shows the reading performance of students within a district, school, grade, or for an individual teacher, class, or group.

Follow-Up: Identify districts or schools that are not showing adequate growth over time. Contact principals or other administrators to discuss strategies for maximizing the performance of students in their schools.

Use the Data

Who: District and School Administrators.

When: After each SRI administration.

How: Use this report to gain a high-level overview of SRI within a district, school, or grade.

Understand the Data

1 **District, etc.:** The district is listed at the top of the report, followed by the total number of students who have completed at least one SRI test within the selected time period. When generated for an individual school, the name of the school appears with the total number of students.

2 **Time Period:** The default time period setting of This School Year displays the most recent SRI results. Customize time period settings to review results from various SRI administrations.

3 **Total Students:** The total number of students who have completed at least one SRI test within the selected time period.

4 **Performance Standard:** The circle graph is divided among the four SRI performance standards: Advanced, Proficient, Basic, Below Basic. Total students and percent of students in each performance standard are listed.

5 **Year-End Proficiency Lexile Range:** Ranges within which students are considered to be reading proficiently at their grade level. Grades included in the data are highlighted.

Review Related Reports

Data in Action

The information in this report can help you assess proficiency progress and track trends across an entire school or district.

Teacher Roster

Purpose This report shows SRI usage by teacher. Correlate the results from this report with district testing windows to ensure that all classes are following established district testing procedures.

Teacher Roster
SCHOOL: LINCOLN SCHOOL

INSTRUCTIONAL PLANNING

Grade: 5

Time Period: 09/01/11 – 02/02/12

TEACHER	GRADE	STUDENTS ENROLLED IN SRI	STUDENTS TESTED ONCE	STUDENTS TESTED TWICE	STUDENTS TESTED THREE OR MORE TIMES	STUDENTS NOT TESTED
Bentley, Elizabeth	5	20	8	2	5	5
Greene, Sarah	5	20	0	15	5	0
Maglari, Thomas R.	5	19	4	3	5	7
Velasco, Juan	5	24	3	8	10	3
TOTAL TEACHERS = 4		**83**	**15**	**28**	**25**	**15**

Using This Report

Purpose: This report shows SRI usage by teacher. It lists the number of students enrolled per teacher and how often students have been tested.

Follow-Up: Use the report to review SRI usage per teacher. Investigate instances where SRI is not being implemented according to the district or school plan.

How It Helps

Monitor test activity during and after SRI testing windows. Follow up with teachers or administrators when report indicates that SRI use is not meeting district expectations.

Test Activity Report

Purpose This report provides information on how each school or classroom utilizes SRI. Correlate the results from this report with district testing windows to ensure that all classrooms are following established testing procedures.

MANAGEMENT

Test Activity Report
DISTRICT: DISTRICT TWELVE

Time Period: 09/01/11 – 02/02/12

TOTAL STUDENTS: 582

SCHOOL	TEACHERS	STUDENTS ENROLLED IN SRI	STUDENTS TESTED ONCE	STUDENTS TESTED TWICE	STUDENTS TESTED THREE OR MORE TIMES	STUDENTS NOT TESTED
Lincoln School	7	174	20	100	30	24
Quincy School	10	116	5	75	22	14
South Middle School	5	125	10	75	15	25
Taft School	11	167	15	25	100	27

Using This Report

Purpose: This report provides data on how each school in a district is utilizing SRI.

Follow-Up: Contact principals or other administrators in schools where student SRI use is not meeting district plans or expectations.

How It Helps

Use the report to review SRI usage per teacher. Investigate instances where SRI is not being implemented according to the district or school plan.

Additional Resources

Use the reproducibles that follow to help foster the school-to-home relationship, to help you and your students keep track of their reading progress, and to help students respond to what they read. Use the SAM keywords associated with each resource to download and print copies of these reproducibles for yourself and your students.

Name _____

Lexile Framework® for Reading Map

▶ **Track your reading progress by charting your Lexile® growth.**

Write the date you completed each *SRI* test at the bottom of the graph, where it says DATE.
Then graph your results by placing a dot at the level that lines up with the score you received.
Write your exact Lexile measure in parentheses next to each dot (for example, 770L). Connect
the dots to trace your reading progress over time.

Grade Level	Lexile Level
	1700L–1200L
12	1100L
11	
10	
	1000L
9	900L
8	
7	800L
6	
5	700L
	600L
4	
	500
3	
	400L
	300L
2	
1	200L

DATE
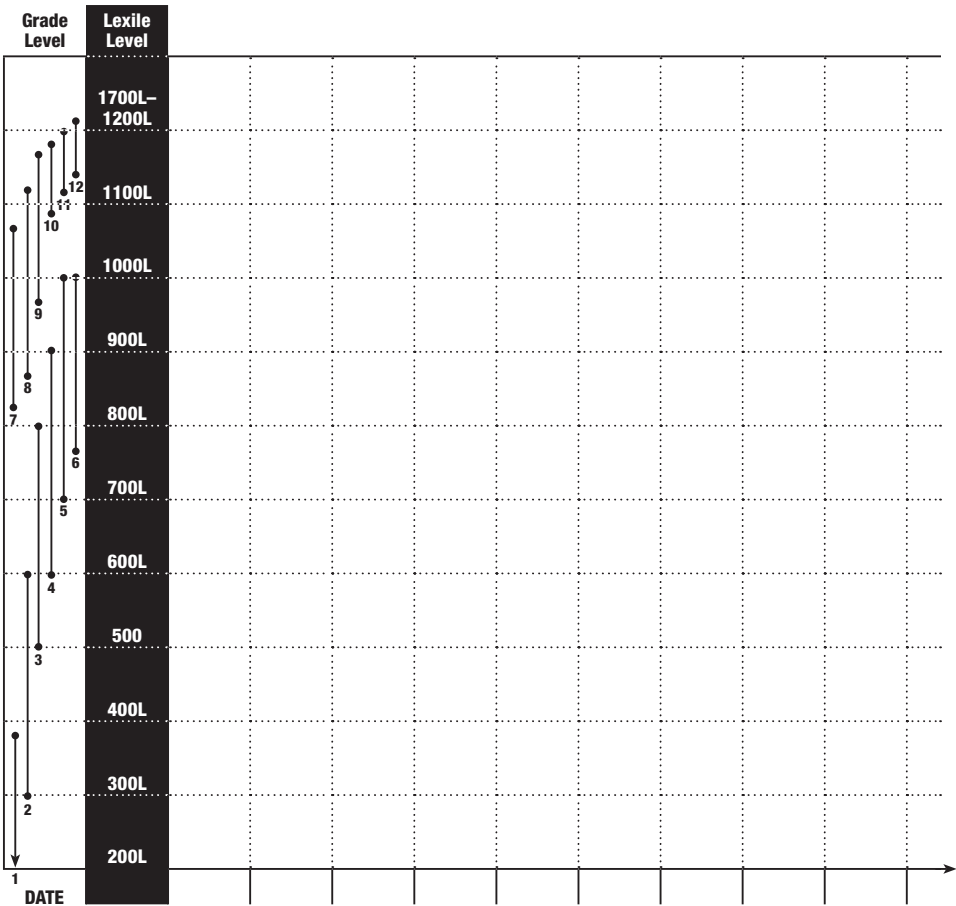
Resource Links
SAM Keyword: Lexile Tracking

SRI • Lexile Framework Map • Teaching Resource
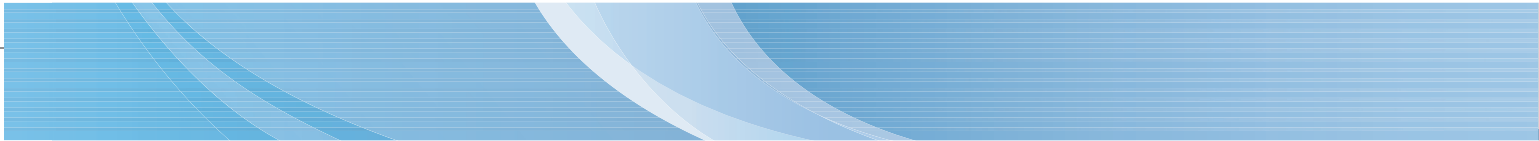
Name _____

Book Log

I have read these books:

Title	Author	Date Finished
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

Student/Teacher Conference Dates:

_____ _____ _____ _____ _____

SRI • Book Log • Teaching Resource

Resource Links
SAM Keyword: Book Log

Additional Resources

Name _____

Book Title _____

My Lexile® _____ **Book Lexile®** _____

Daily Reading Log

Day	Today's Response	Book Lexile	Pages Read		Teacher Initials
			Starting Page	**Ending Page**	
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

SRI • Reading Log • Teaching Resource

Resource Links
SAM Keyword: Reading Log

Name _____

Book Title _____

My Lexile® _____ **Book Lexile®** _____

Daily Reading Log

Day	Today's Response	Book Lexile	Pages Read		Teacher Initials
			Starting Page	Ending Page	
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

**SRI • Reading Log • ** Teaching Resource

Resource Links
SAM Keyword: Reading Log

Name _____

Scholastic Reading Inventory
Conference Log

Conference Log

Subject of Conference _____ Lexile® Measure _____ Date _____

In our conference we talked about: _____

_____

_____

Areas of improvement are: _____

_____

_____

Areas of strength are:

____ phonics/phonemic awareness
____ vocabulary
____ word attack/structural analysis
____ drawing conclusions/making inferences
____ summarizing text
____ separating fact from opinion
____ identifying cause and effect
____ recognizing the story sequence
____ understanding literary elements such as theme, main idea, setting, point of view
____ integrating new knowledge with prior knowledge
____ critical thinking
____ responding to text, orally and in writing

Areas that need work are:

____ phonics/phonemic awareness
____ vocabulary
____ word attack/structural analysis
____ drawing conclusions/making inferences
____ summarizing text
____ separating fact from opinion
____ identifying cause and effect
____ recognizing the story sequence
____ understanding literary elements such as theme, main idea, setting, point of view
____ integrating new knowledge with prior knowledge
____ critical thinking
____ responding to text, orally and in writing

Number of books read on Reading Report: _____

Favorite books on Reading Report (include author, genre, topic, theme): _____

_____

_____

Comments: _____

_____

_____

Date to check progress: _____

Student _____   Teacher _____
      Signature   *Signature*

Resource Links
SAM **Keyword:** Conference Log

SRI • Conference Lot • Teaching Resource

SCHOLASTIC SRI
Scholastic Reading Inventory
My Personal Goal

My Personal Goal

Teacher/Class _____ Grade_____

My goal is to read _____ books. Fiction: _____ Nonfiction: _____

Goal Starting Date: _____ Goal End Date: _____

Some of the books I will read:

▶ **Place a check next to those that are on your Reading Report.**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

I will try my best to reach this goal:

Student _____
       Signature   *Date*

We will help to reach this goal:

Teacher _____
       Signature   *Date*

Parent _____
       Signature   *Date*

Resource Links
SAM Keyword: Personal Goal

SRI • Personal Goal Record • Teaching Resource

Additional Resources

Name _____

Book Recommendation

▶ **Recommend a book to your classmates.**

I recommend _____
title of book

by _____
author

What is the book about? _____

_____

_____

_____

_____

Why do you like this book? _____

_____

_____

_____

_____

Describe the characters and setting, or tell about the main idea. _____

_____

_____

_____

_____

Draw your own cover for the book (on the back of this page).

Resource Links
SAM Keyword: Book Recommendation K-4

SRI • **Book Recommendation** • Teaching Resource

Name _____

Book Recommendation

▶ **Recommend a book to your classmates.**

Book Title: _____

Author: _____

Book Summary: _____

_____

_____

_____

_____

Why do you recommend this book? _____

_____

_____

Describe the characters and setting, or main idea: _____

_____

_____

What is the theme or main idea? What message does it communicate? _____

_____

_____

What do you like about the author's style (use of metaphor, figurative language, tone, voice, use of details, etc.)? _____

_____

_____

_____

_____

Resource Links
SAM Keyword: Book Recommendation 5+

Name _____

Scholastic Reading Inventory
Introductory Letter (English)

Dear Parent or Caregiver:

This year your child will be completing the *Scholastic Reading Inventory*™ (SRI), a classroom-based reading test. SRI is designed to evaluate students' reading abilities, monitor student reading progress, set goals for reading growth, and match students to books at appropriate reading levels.

In SRI, the student reads a series of short passages taken from fiction and nonfiction books and articles. After each passage, the student completes a fill-in-the-blank sentence. The test is taken on a computer, and lasts about 20 minutes. Test results are reported using a readability measurement called the Lexile®. Think of the Lexile score as you would the reading from an outdoor thermometer. Just as you can use the temperature on a thermometer to decide what kind of jacket to wear, a Lexile score can be used to decide how difficult a book to read!

After each SRI administration during the year, I will send home a letter with your child's results. In addition, because the Lexile system is also used to assign reading measurements to books, your child will receive a personalized book list that reflects your child's Lexile score and reading interests. Encourage your child to read books on that list and discuss them with you. If you'd like, I can recommend additional books within your child's Lexile reading range.

Please make sure that your child comes to school ready to take the test on _____.
Remind your child that SRI is an assessment that will help your child grow as a reader and find pleasure in reading.

Feel free to contact me with any questions. Thank you for your support.

Sincerely,

SRI • Introductory Letter (English) • Parent Letter

Resource Links
SAM Keyword: Intro Letter English

Name _____

Estimado padre o tutor:

Este año su hijo completará el *Scholastic Reading Inventory*™ (SRI), una prueba de lectura que se realiza en el salón de clases. La prueba SRI está diseñada para evaluar las destrezas de lectura de los estudiantes, controlar los avances en esta área, establecer los objetivos para el crecimiento en esta disciplina y determinar los libros apropiados para cada estudiante según los niveles de lectura.

En SRI, el estudiante lee una serie de pasajes cortos de libros o artículos de ficción y no ficción. Luego, debe completar una oración llenando los espacios en blanco. La prueba se realiza en computadora y dura aproximadamente 20 minutos. Los resultados se informan a través de una medición de legibilidad llamada Lexile®. Podemos comparar la calificación de Lexile con la lectura de un termómetro exterior. De la misma manera que usted utiliza la temperatura que le marca el termómetro para decidir qué tipo de abrigo usar, la calificación de Lexile pude usarse para decidir el grado de dificultad de un libro.

Durante el año después de cada SRI, le enviaré una nota con los resultados obtenidos por su hijo. Dado que el sistema Lexile también puede usarse para asignar niveles de dificultad de lectura a los libros, su hijo también recibirá una lista personalizada de libros adecuados a sus intereses de lectura y a la calificación de Lexile que él obtenga. Anime a su hijo para que lea los libros que están en esa lista y coméntelos con él. Si lo desea, puedo recomendarle libros adicionales dentro del rango de lectura Lexile de su hijo.

Asegúrese de que su hijo asista a la escuela preparado para tomar la prueba el día _____. Recuérdele que el SRI es una evaluación que le ayudará a crecer como lector y a descubrir el placer de la lectura.

Si tiene alguna pregunta, no dude en comunicarse conmigo. Le agradezco por brindar su apoyo a esta actividad.

Atentamente,

SRI • Introductory Letter (Spanish) • Parent Letter

Resource Links
SAM Keyword: Intro Letter Spanish

Name _____

Nyob Zoo Tsoom Niamtxiv Iossis tus Saib Xyuas:

Xyoo nov nej tus menyuam yuav tau ntxiv tswvyim rau Zaj kev Txheeb kev Nyeem Ntawv *Scholastic Reading Inventory*™ (SRI), ib zaj xeem kev nyeem ntawv hauv chav kawm. SRI raug tsim los ntsuas menyuam kawmntawv cov peevxwm, soj ntsuam kev vammeej ntawm lawv txoj kev nyeem ntawv, teeb homphiaj rau kev vamhuam ntawm kev nyeem ntawv, thiab khi menyuam kawmntawv rau cov phau ntawv kawm raws qib nyeem ntawv.

Hauv SRI, tus menyuam nyeem ib cov zaj lus raws seem kws muab los ntawm cov phau ntawv thiab phau xovxwm teev tej yam muaj tiag thiab tej yam kwvyees. Tomqab nyeem tej zaj lus tas, tus menyuam yuav ntxiv ib kab lus rau cov kab dawb. Zaj ntawv xeem muaj ua hauv ib lub kooputaw, thiab siv sijhawm li 20 feeb. Cov lus teb tshwmsim thaum siv ib hom twj ntsuas kev nyeem ntawv hu ua Lexile®. Xav txog hom twj ntsuas nov tibyam li thaum nej nyeem ib tus thermometer los xaiv saib yuav hnav lub tsho tiv no twg mus nraum zoov, ib hom twj ntsuas cov lus teb Lexile muab tau los siv teev tias ib phau ntawv nyeem nyuaj npaum licas!

Tomqab siv txhua zaj SRI tiav hauv xyoo ntawd, kuv yuav xa ib daim ntawv los tom nej tsev nrog nej tus menyuam cov lus teb. Ntxiv ntawd, vim hom txheejtxheem ntsuas Lexile siv tau los ntsuas kev nyeem cov phau ntawv, nej tus menyuam yuav tau txais ib daim ntawv rau nws tus kheej teev cov phau ntawv nyeem raws nws cov lus teb ntsuas tau raws hom twj ntsuas Lexile thiab hom txuj nws nyiam tsum. Txhawb nej tus menyuam nyeem cov phau ntawv raws daim ntawv teev ntawd thiab tham nrog nws txog cov phau ntawv ntawd. Yog nej nyiam tsum, kuv yuav muab tau tswvyim txog lwm phau ntawv raws nej tus menyuam qib nyeem ntawv tuaj ntxiv thiab.

Thov nej pab kom nej tus menyuam npaj txhij tuaj xeem tom tsev kawm ntawv rau hnub tim _____. Hais kom nej tus menyuam nco ntsoov tias SRI yog ib hom xeem luj ntsuas uas yuav pab nthuav kom nws loj hlob mus ua ib tus kws nyeem ntawv thiab ntsib kev zoo siab txog kev nyeem ntawv.

Thov txhob ua siab deb yog nej muaj lus nug dabtsi. Ua tsuag ntau rau nej txoj kev txhawb nqa.

Ua tsaug ntau ntau,

SRI • Introductory Letter (Hmong) • Parent Letter

Resource Links
SAM Keyword: Intro Letter Hmong

Name _____

愛的家長或監護人：

您的子女將在今年參加以課堂為基礎的*Scholastic Reading Inventory™*
(SRI)閱讀測驗。SRI的設計旨在評估學生的閱讀能力，監督學生的閱讀進度，設定閱讀成長的目標，並且為學生介紹適當閱讀程度的書籍。

學生在接受SRI測驗時，必須閱讀一連串取自小說類和非小說類的書籍和文章的短文。學生必須在讀完每一段短文之後填空造句。我們利用電腦來進行測驗，測驗時間大約是20分鐘。測驗成績將由一種稱為Lexile®的閱讀能力衡量標準來評分。請將Lexile分數想像為室外溫度計上的讀數。正如我們可以察看溫度計上的溫度來判斷要穿厚薄夾克一樣，Lexile分數可用來決定一本書的閱讀難度高低！

在這一年中，每一次舉行SRI測驗之後，我都會將您孩子的測驗成績單寄給您。此外，由於Lexile系統也被用來指定書本的閱讀衡量標準，因此您的孩子將會收到一份反映出他們Lexile分數和閱讀興趣的個人專用書單。請鼓勵您的孩子閱讀書單上的書，並與您一起討論書中的內容。我也可以在您的要求下推薦其他適合您孩子Lexile閱讀程度的書。

請務必讓您的孩子在 _____ 日到校準備接受測驗。提醒您的孩子 SRI是一種評估工具，可以幫助他們在成長的過程中養成喜歡讀書的習慣。

如果您有任何疑問，歡迎隨時與我聯絡。謝謝您的支持和協助。

謹致

SRI • Introductory Letter (Chinese) • Parent Letter

Resource Links
SAM Keyword: Intro Letter Chinese

Additional Resources

Name _____

Kính Gởi Quý Phụ Huynh hay Người Giám Hộ:

Năm nay con quý vị sẽ làm bài thi *Scholastic ReadingInventory™* (SRI), là một bài kiểm tra khả năng đọc làm tại lớp học. Bài thi SRI nhằm mục đích đánh giá khả năng đọc hiểu của học sinh cũng như theo dõi sự tiến bộ, xác định các mục tiêu trau dồi kỹ năng đọc, và giúp học sinh chọn sách đọc có trình độ ngôn ngữ phù hợp.

Khi làm bài thi SRI, học sinh sẽ đọc một loạt những đoạn văn ngắn (truyện hư cấu cũng như truyện có thật) được trích từ sách báo. Sau khi đọc mỗi đoạn văn, học sinh phải điền vào chỗ trống để hoàn tất một câu. Bài thi được làm trên máy tính và kéo dài khoảng 20 phút. Kết quả thi được báo dưới dạng một điểm số đánh giá khả năng đọc được gọi là điểm Lexile®. Quý vị có thể coi điểm Lexile này là một số đo chẳng khác gì số đo nhiệt độ trên một nhiệt kế để ngoài trời — quý vị có thể xem số đo nhiệt độ để biết mình nên mang áo ấm như thế nào, cũng như vậy, quý vị có thể xem điểm Lexile của con mình để biết cháu nên đọc sách có trình độ ngôn ngữ như thế nào!

Sau kỳ thi SRI hằng năm, tôi sẽ gởi thư về cho quý vị để báo kết quả. Không những thế, vì hệ thống Lexile cũng được sử dụng để đánh giá trình độ ngôn ngữ của nhiều sách khác nhau, nên chúng tôi cũng có thể cung cấp cho con quý vị một danh sách được soạn riêng cho cháu liệt kê tên của những sách truyện phù hợp với trình độ Lexile cũng như những chủ đề mà cháu ưa thích. Quý vị hãy khuyến khích con mình đọc các sách được đề nghị rồi thảo luận với quý vị sau khi đọc xong. Nếu quý vị muốn, tôi có thể đề nghị thêm những sách hay khác phù hợp với trình độ Lexile của cháu.

Xin quý vị hãy bảo đảm rằng con mình được chuẩn bị đầy đủ để làm bài thi vào ngày _____. Nhắc cháu nhớ rằng bài thi SRI đánh giá trình độ đọc nhằm mục đích giúp cho cháu phát triển khả năng đọc và càng ngày càng thấy thích thú đọc sách hơn.

Nếu có thắc mắc xin đừng ngần ngại liên lạc với tôi. Xin cám ơn sự hỗ trợ của quý vị.

Chân Thành Cảm Tạ,

SRI • Introductory Letter (Vietnamese) • Parent Letter

Resource Links
SAM Keyword: Intro Letter Vietnamese

Name _____

Chè paran oswa gadyen :

Ane sa a pitit ou an pral fini *Scholastic Reading Inventory™* (SRI), yon egzamen sou lekti nan klas la. SRI fèt yon fason pou l evalye aptitid elèv yo nan lekti, siveye pwogrè elèv la fè nan lekti, fikse objektif pou kwasans nan lekti, epi matche elèv yo ak nivo lekti ki apwopriye.

Nan SRI, elèv la li yon seri ti pasaj ki soti nan liv ak atik imajinè ak non imajinè. Aprè chak pasaj, elèv la ranpli espas vid nan yon fraz. Elèv la pran egzamen an sou yon òdinatè, epi li dire apeprè 20 minit. Yo rapòte rezilta egzamen yo avèk yon endis liziblite ki rele Lexile®. Panse ak nòt Lexile la kòm si ou ta va li yon tèmomèt eksteryè. Menm jan ou ka sèvi ak tanperati ki nan yon tèmomèt pou deside ki kalite chanday pou mete, ou ka sèvi ak yon nòt Lexile pou deside nivo difikilte yon liv ou ka li !

Aprè administrasyon chak SRI pandan ane a, mwen pral voye yon lèt lakay ou ak rezilta pitit ou an. Anplis de sa, paske yo itilize sistèm Lexile la tou pou asiyen liv yo nivo lekti yo, pitit ou an pral resevwa yon lis liv pèsonalize ki reflete nòt Lexile pitit ou an ansanm ak liv li enterese li. Ankouraje pitit ou an li liv ki sou lis sa a epi pou l diskite yo avèk ou. Si w ta renmen sa, mwen ka rekòmande liv siplemantè ki nan nivo lekti Lexile pitit ou an.

Tanpri asire w pitit ou an vini lekòl tou pare pou l fè egzamen an le _____. Raple pitit ou an SRI se yon evalyasyon ki pral ede li grandi kòm yon lektè epi ki pral fè l pran plezi nan fè lekti.

Pa ezite kontakte m si w gen nenpòt kesyon. Mèsi pou sipò w.

Sensèman,

SRI • Introductory Letter (Haitian Creole) • Parent Letter

Resource Links
SAM Keyword: Intro Letter Creole

Name _____

Dear Parent or Caregiver:

This year your child is completing the *Scholastic Reading Inventory*™ (SRI), a classroom-based reading test. SRI is designed to evaluate students' reading abilities, monitor student reading progress, set goals for reading growth, and match students to books at appropriate reading levels.

In SRI, the student reads a series of short passages taken from fiction and nonfiction books and articles. After each passage, the student completes a fill-in-the-blank sentence. The test is taken on a computer, and lasts about 20 minutes. Test results are reported using a readability measurement called the Lexile®. Think of the Lexile score as you would the reading from an outdoor thermometer. Just as you can use the temperature on a thermometer to decide what kind of jacket to wear, a Lexile score can be used to decide how difficult a book to read!

SRI Results:

Test Date:
Test Results:
Comments:

There are a number of ways you can help your child's reading progress at home. Here are some suggestions:

- Set a goal for your child of at least 20 minutes of reading per day.
- Because the Lexile system is also used to assign reading measurements to books, you can use your child's Lexile score to find books that are at an appropriate reading level. Your child received a personalized book list that reflects his or her current Lexile score and reading interests. Encourage your child to read the books on that list and discuss them with you.
- Share with your child the kinds of things you are reading. Tell about interesting things you read in the newspaper, or about a magazine article that taught you something new.

Thank you for taking the time to help improve your child's reading skills. If you have any questions, please feel free to contact me.

Sincerely,

Resource Links
SAM Keyword: Follow-Up Letter English

SRI • Follow-Up Letter (English) • Parent Letter

Name _____

Estimado padre o tutor:

Este año su hijo completará el *Scholastic Reading Inventory™* (SRI), una prueba de lectura que se realiza en el salón de clases. La prueba SRI está diseñada para evaluar las destrezas de lectura de los estudiantes, controlar los avances en esta área, establecer los objetivos para el crecimiento en esta disciplina y determinar los libros apropiados para cada estudiante según los niveles de lectura.

En SRI, el estudiante lee una serie de pasajes cortos de libros o artículos de ficción y no ficción. Luego, debe completar una oración llenando los espacios en blanco. La prueba se realiza en computadora y dura aproximadamente 20 minutos. Los resultados se informan a través de una medición de legibilidad llamada Lexile®. Podemos comparar la calificación de Lexile con la lectura de un termómetro exterior. De la misma manera que usted utiliza la temperatura que le marca el termómetro para decidir qué tipo de abrigo usar, la calificación de Lexile puede usarse para decidir el grado de dificultad de un libro.

Resultados de SRI:

Fecha de la prueba:	
Resultados de la prueba:	
Comentarios:	

Existen diferentes formas en las que usted puede ayudar en casa a su hijo para que progrese en la lectura. Éstas son algunas sugerencias:

• Establezca un objetivo mínimo para su hijo de 20 minutos de lectura diaria.

• Dado que el sistema Lexile también puede usarse para asignar niveles de dificultad de lectura a los libros, usted puede usar la calificación de Lexile de su hijo para buscar libros que estén acordes al nivel de lectura obtenido. Su hijo recibió una lista personalizada de libros adecuados a sus intereses de lectura y a la calificación de Lexile que obtuvo. Anime a su hijo para que lea los libros que están en esa lista y coméntelos con él.

• Comparta con su hijo los distintos tipos de lectura que *usted* lee. Coméntele artículos interesantes que haya leído en el periódico o en una revista y que le hayan enseñado algo nuevo.

Le agradezco por el tiempo que dedica a mejorar las destrezas de lectura de su hijo. Si tiene preguntas, no dude en comunicarse conmigo.

Atentamente,

SRI • Follow-Up Letter (Spanish) • Parent Letter

Resource Links
SAM Keyword: Follow-Up Letter Spanish

Name _____

Nyob Zoo Tsoom Niamtxiv Iossis tus Saib Xyuas:

Xyoo nov nej tus menyuam yuav tau ntxiv tswvyim rau Zaj kev Txheeb kev Nyeem Ntawv *Scholastic Reading Inventory*™ (SRI), ib zaj xeem kev nyeem ntawv hauv chav kawm. SRI raug tsim los ntsuas menyuam kawmntawv cov peevxwm, soj ntsuam kev vammeej ntawm lawv txoj kev nyeem ntawv, teeb homphiaj rau kev vamhuam ntawm kev nyeem ntawv, thiab khi menyuam kawmntawv rau cov phau ntawv kawm raws qib nyeem ntawv.

Hauv SRI, tus menyuam nyeem ib cov zaj lus raws seem kws muab los ntawm cov phau ntawv thiab phau xovxwm teev tej yam muaj tiag thiab tej yam kwvyees. Tomqab nyeem tej zaj lus tas, tus menyuam yuav ntxiv ib kab lus rau cov kab dawb. Zaj ntawv xeem muaj ua hauv ib lub kooputaw, thiab siv sijhawm li 20 feeb. Cov lus teb tshwmsim thaum siv ib hom twj ntsuas kev nyeem ntawv hu ua Lexile®. Xav txog hom twj ntsuas nov tibyam li thaum nej nyeem ib tus thermometer los xaiv saib yuav hnav lub tsho tiv no twg mus nraum zoov, ib hom twj ntsuas cov lus teb Lexile muab tau los siv teev tias ib phau ntawv nyeem nyuaj npaum licas!

Cov Lus Teb SRI:

Hnub Tuaj Xeem:
Cov Lus Teb Tawm:
Zaj Lus Ntxiv:

Muaj ntau txoj kev rau nej los pab nej tus menyuam kev nyeem ntawv kom vamhuam nyob tom tsev. Nov yog ib cov tswvyim pab:

• Teeb ib lub homphiaj rau nej tus menyuam los nyeem ntawv tsawg kawg nkaus yog 20 feeb hauv txhua txhua hnub..

• Vim hom txheejtxheem ntsuas Lexile siv tau los ntsuas kev nyeem cov phau ntawv, nej siv tau nej tus menyuam cov lus teb tawm raws kev ntsuas Lexile los nrhiav cov phau ntawv uas tsim nyog raws nws qib nyeem ntawv. Nej tus menyuam yuav tau txais ib daim ntawv rau nws tus kheej teev cov phau ntawv nyeem raws nws cov lus teb ntsuas tau raws hom twj ntsuas Lexile thiab hom txuj nws nyiam tsum. Txhawb nej tus menyuam nyeem cov phau ntawv raws daim ntawv teev ntawd thiab tham nrog nws txog cov phau ntawv ntawd.

• Muab tham nrog nej tus menyuam tej yam uas *nej* tabtom nyeem. Tham txog tej yam rub siab uas nej tau nyeem hauv tsab ntawv xovxwm, lossis tham txog ib zaj lus hauv ib phau xovxwm uas tau qhia tej yam tshiab rau nej.

Ua tsaug ntau ntau tias nej yuav siv sijhawm los pab kom nej tus menyuam cov txuj nyeem ntawv zoo tshaj qub. Thov txhob ua siab deb yog nej muaj lus nug dabtsi.

Ua tsaug ntau ntau,

Resource Links
SAM Keyword: Follow-Up Letter Hmong

Name _____

Scholastic Reading Inventory
Follow-Up Letter (Chinese)

愛的家長或監護人：

您的子女將在今年參加以課堂為基礎的*Scholastic Reading Inventory™ (SRI)*閱讀測驗。*SRI*的設計旨在評估學生的閱讀能力，監督學生的閱讀進度，設定閱讀成長的目標，並且為學生介紹適當閱讀程度的書籍。

學生在接受*SRI*測驗時，必須閱讀一連串取自小說類和非小說類的書籍和文章的短文。學生必須在讀完每一段短文之後填空造句。我們利用電腦來進行測驗，測驗時間大約是20分鐘。測驗成績將由一種稱為**Lexile®**的閱讀能力衡量標準來評分。請將**Lexile**分數想像為室外溫度計上的讀數。正如我們可以察看溫度計上的溫度來判斷要穿厚薄夾克一樣，**Lexile**分數可用來決定一本書的閱讀難度高低！

*SRI*測驗成績：

| 測驗日期： |
| 測驗成績： |
| 評語： |

您有很多方法可以在家中幫助您的孩子改善閱讀進度。請參考下列建議：

• 為您的孩子設定每天至少閱讀**20**分鐘的目標。

• 因為**Lexile**系統也可用來指定書本的閱讀衡量標準，因此您可以運用孩子的**Lexile**分數來找出適合孩子閱讀程度的書本。您的孩子收到了一份個人專用書單，其中反映出他們目前的**Lexile**分數和閱讀興趣。請鼓勵您的孩子閱讀書單上的書，並與您一起討論書中的內容。

• 與您的孩子一起分享您自己閱讀的書本內容。談一談您從報紙上讀到的一些有趣的事物，或是雜誌上的一篇文章教導了您哪些新知。

謝謝您抽空協助您的孩子增進閱讀能力。如果您有任何疑問，歡迎隨時與我聯絡。

謹致

SRI • Follow-Up Letter (Chinese) • Parent Letter

Resource Links
SAM Keyword: Follow-Up Letter Chinese

Additional Resources

Name _____

Kính Gởi Quý Phụ Huynh hay Người Giám Hộ:

Năm nay con quý vị sẽ làm bài thi *Scholastic Reading Inventory*™ (SRI), là một bài kiểm tra khả năng đọc làm tại lớp học. Bài thi SRI nhằm mục đích đánh giá khả năng đọc hiểu của học sinh cũng như theo dõi sự tiến bộ, xác định các mục tiêu trau dồi kỹ năng đọc, và giúp học sinh chọn sách đọc có trình độ ngôn ngữ phù hợp.

Khi làm bài thi SRI, học sinh sẽ đọc một loạt những đoạn văn ngắn (truyện hư cấu cũng như truyện có thật) được trích từ sách báo. Sau khi đọc mỗi đoạn văn, học sinh phải điền vào chỗ trống để hoàn tất một câu. Bài thi được làm trên máy tính và kéo dài khoảng 20 phút. Kết quả thi được báo dưới dạng một điểm số đánh giá khả năng đọc được gọi là điểm Lexile®. Quý vị có thể coi điểm Lexile này là một số đo chẳng khác gì số đo nhiệt độ trên một nhiệt kế để ngoài trời — quý vị có thể xem số đo nhiệt độ để biết mình nên mang áo ấm như thế nào, cũng như vậy, quý vị có thể xem điểm Lexile của con mình để biết cháu nên đọc sách có trình độ ngôn ngữ như thế nào!

Kết quả thi SRI:

Ngày Thi:	
Kết Quả Thi:	
Nhận Xét:	

Có một số cách để giúp con quý vị trau dồi kỹ năng đọc ở nhà. Sau đây là một số đề nghị:

- Đặt mục tiêu cho con quý vị là phải đọc ít nhất 20 phút mỗi ngày.

- Vì hệ thống Lexile cũng được sử dụng để đánh giá trình độ ngôn ngữ của nhiều sách khác nhau, nên quý vị có thể căn cứ vào số điểm Lexile của cháu để tìm những cuốn sách có trình độ ngôn ngữ phù hợp. Con quý vị đã nhận một danh sách được soạn riêng cho cháu liệt kê tên của những sách truyện phù hợp với trình độ Lexile cũng như những chủ đề mà cháu ưa thích. Quý vị hãy khuyến khích con mình đọc các sách được đề nghị rồi thảo luận với quý vị sau khi đọc xong.

- Tâm sự với con quý vị về những sách báo chính quý vị đang đọc. Kể cháu nghe về những thông tin thú vị mà quý vị đã đọc trên báo, hoặc về một bài viết trên tạp chí đã cho quý vị biết một điều gì mới.

Xin cám ơn quý vị đã dành thời giờ để giúp con quý vị trau dồi khả năng đọc. Nếu có bất cứ thắc mắc gì, xin đừng ngần ngại liên lạc với tôi.

Chân Thành Cảm Tạ,

Resource Links
SAM Keyword: Follow-Up Letter Vietnamese

Name _____

Chè paran oswa gadyen :

Ane sa a pitit ou an ap fini *Scholastic Reading Inventory™* (SRI)*,* yon egzamen sou lekti nan klas la. SRI*™* fèt yon fason pou l evalye aptitid elèv yo nan lekti, siveye pwogrè elèv la fè nan lekti, fikse objektif pou kwasans nan lekti, epi matche elèv yo ak nivo lekti ki apwopriye.

Nan SRI, elèv la li yon seri ti pasaj ki soti nan liv ak atik imajinè ak non imajinè. Aprè chak pasaj, elèv la ranpli espas vid nan yon fraz. Elèv la pran egzamen an sou yon òdinatè, epi li dire apeprè 20 minit. Yo rapòte rezilta egzamen yo avèk yon endis liziblite ki rele Lexile®. Panse ak nòt Lexile la kòm si ou ta va li yon tèmomèt eksteryè. Menm jan ou ka sèvi ak tanperati ki nan yon tèmomèt pou deside ki kalite chanday pou mete, ou ka sèvi ak yon nòt Lexile pou deside nivo difikilte yon liv ou ka li !

Rezilta SRI yo :

Dat egzamen an :
Rezilta egzamen an :
Kòmantè :

Genyen plizyè fason ou ka ede pwogrè pitit ou an ap fè nan lekti nan kay la. Men kèk sijesyon :

• Fikse yon objektif pou pitit ou an pou l fè lekti omwen 20 minit pa jou.

• Paske yo itilize sistèm Lexile lan tou pou asiyen liv yo endis liziblite, ou ka sèvi ak nòt Lexile pitit ou an pou jwenn liv ki nan nivo lekti ki apwopriye pou li. Pitit ou an te resevwa yon lis liv pèsonalize ki reflete nòt Lexile li ansanm ak liv ki enterese li. Ankouraje pitit ou an li liv ki sou lis sa a epi pou l diskite yo avèk ou.

• Pataje ak pitit ou an kalite bagay *w ap* li. Pale l konsènan bagay enteresan ou li nan jounal, oswa konsènan yon atik nan yon revi ki te aprann ou yon bagay ou pa t konnen.

Mèsi dèske w pran yon ti moman pou ede amelyore aptitid pou lekti pitit ou an. Si w genyen nenpòt kesyon, tanpri pa ezite kontakte m.

Sensèman,

SRI • Follow-Up Letter (Haitain Creole) • Parent Letter

Resource Links
SAM Keyword: Follow-Up Letter Creole

Beginning Reader (BR)

A text or student with a Lexile measure of 99L or below. BR designation is an indication that the student cannot yet comprehend continuous text.

Computer-Adaptive Test

An adaptive test, such as SRI, is one that is targeted to each individual examinee. As the student takes the test, the questions step up or down in difficulty, with the aid of a computer algorithm, according to the student's performance. Each examinee takes a unique appropriately-leveled test designed based on abilities. In order to further reduce testing time while still producing precise results, information about the examinee's prior level of proficiency can be used to determine the optimal starting point for the test.

Criterion-referenced Test

A criterion-referenced test is one that provides results which indicate the knowledge or skills possessed by a student. Scores from these tests have meaning in terms of what the student knows or can do, rather than in relation to the scores of an external reference (or norm) group. SRI is a criterion-referenced test, that also provides norm-referenced results.

Grade Equivalent

A grade equivalent (GE) is a score that represents the typical (mean or median) performance of students tested in a given month of the school year. It is a decimal number that shows performance in terms of Grade Level (to the left of the decimal) and months (to the right of the decimal). It is not an equal interval scale and should not be used to measure growth. SRI does not report in GE.

Grade Level

Indicates whether the student is reading on, above, or below grade as determined by the place on the norm scale. Grade Level also corresponds to the student's Performance Standard. (See Performance Standard.)

High-Low

High-low texts have Lexile measures that fall much lower than the average reading ability of the intended reader age range. Media specialists and booksellers sometimes refer to young adult books with disproportionately low Lexile measures as "high-low" books, meaning "high-interest" plus "low difficulty." High-low books are useful when matching older (grade 7 and beyond) struggling readers with texts at both an appropriate complexity and an appropriate developmental level.

Lexile

A Lexile is a unit of measurement that is used to determine the difficulty of text and the reading level of readers. It is an equal interval scale and can be used to measure growth.

Lexile Framework

The Lexile Framework is a system that can help determine the reading level of any written material—from a book to a test item. The Framework can also be used to assess a reader's reading comprehension level. After test results are converted into Lexile measures, readers can be matched to reading materials on their own level. The Lexile Framework enables teachers to forecast what material each student can read with the desired level of comprehension.

Lexile Reading Range

The number of Lexile measures above and below the student's Lexile measure at which the student can be successful when reading for different purposes— independent reading, instructional reading, and fluent reading. Generally, the ranges for each of these are:

- **Independent:** 250L below the student's Lexile measure to 50L above the student's Lexile measure.

- **Instructional:** 250L above the student's Lexile measure to 100L below the student's Lexile measure.

Lexile Reader Measure

The Lexile measure of a student's reading level is determined by the results of a test such as the SRI. A student whose reading skills have been measured at 500 Lexile (500L) can confidently read a book that is also measured at 500L.

Lexile Text Measure

A Lexile text measure is the specific number assigned to any text. A computer program called the Lexile Analyzer computes this. The Analyzer carefully examines the whole text to measure such characteristics as sentence length and word frequency—characteristics that are highly related to overall reading comprehension. The Analyzer then reports a Lexile measure for the text.

Normal Curve Equivalent

A normal curve equivalent (NCE) is a normalized student score with a mean of 50 and a standard deviation of 21.06. NCEs range from 1 to 99. NCEs allow comparison between different tests for the same student or group of students, and between different students on the same test. NCEs have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an interval scale. That is, the difference between two consecutive scores on the scale has the same meaning throughout the scale. NCEs are often required by many categorical funding agencies (for example, Title I). See also stanines and percentiles.

Percentage of area under the normal curve

| 1 | 2 | 5 | 9 | 15 | 18 | 18 | 15 | 9 | 5 | 2 | 1 |

Normal curve equivalent scores (NCEs)

1   10   20   30   40   50   60   70   80   90   99

Percentiles

1   10   20   30   40 50 60   70   80   90   95

Stanines

1   2   3   4   5   6   7   8   9
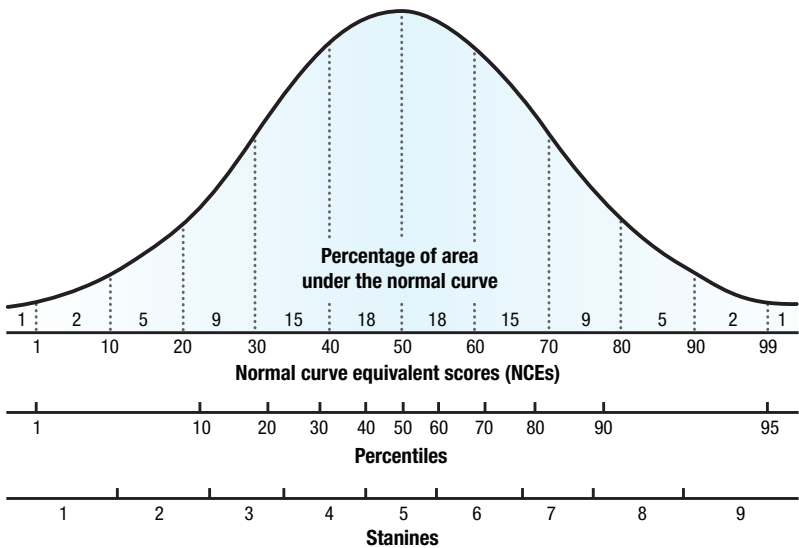
Non-adaptive Test

A non-adaptive test is one that is not customized. Students are administered the same test questions regardless of their prior level of proficiency on the skills and knowledge being assessed. Each test includes a wide range of questions to cover the needs of both the low-achieving students and the high-achieving students. However, while some questions may be appropriate, the overall test may not be at the appropriate level for each student.

Non-Prose (NP) Texts

A non-prose text is at least 50% nonstandard prose. Some examples are poems, plays, songs, and books with incorrect or no punctuation.

Norm-referenced Test

A norm-referenced test is one which produces results that relate to the performance of a comparison group. Norm-referenced interpretations tell how the scores of each student or group of students compares to the scores of the original (norm) group that took the test. The scores of the students do not necessarily produce the same distribution of scores as the scores of the norm group. SRI provides norm-referenced as well as criterion-referenced results.

Percentile Rank

The percentile rank of a score indicates the percentage of scores less than or equal to that score. Percentile ranks range from 1 to 99. For example, if a student scores at the 65th percentile rank, it means that he performed as well as or better on the assessment than 65 percent of the norm group.

Performance Standard

A descriptor of student performance that describes what students must do to demonstrate various levels of proficiency with respect to the specific content (for example, reading comprehension). Four default levels have been identified to describe student performance on the SRI at each grade. The levels are based on end-of-year test results.

- **Advanced:** Students scoring in this range exhibit superior performance when reading grade-level appropriate text and can be considered as reading "above Grade Level."

- **Proficient:** Students scoring in this range exhibit competent performance when reading grade-level appropriate text and can be considered as reading "on Grade Level." Students performing at this level should be able to identify details, draw conclusions, and make comparisons and generalizations when reading materials developmentally appropriate for the Grade Level.

- **Basic:** Students scoring in this range exhibit minimally competent performance when reading grade-level appropriate text and can be considered as reading "below Grade Level."

- **Below Basic:** Students scoring in this range do not exhibit minimally competent performance when reading grade-level appropriate text and can be considered as reading significantly "below Grade Level."

Grade	Below Basic	Basic	Proficient	Advanced
1	—	99L & Below	100L to 400L	401L & above
2	99L & Below	100L to 299L	300L to 600L	601L & above
3	249L & Below	250L to 499L	500L to 800L	801L & above
4	349L & Below	350L to 599L	600L to 900L	901L & above
5	449L & Below	450L to 699L	700L to 1000L	1001L & above
6	499L & Below	500L to 799L	800L to 1050L	1051L & above
7	549L & Below	550L to 849L	850L to 1100L	1101L & above
8	599L & Below	600L to 899L	900L to 1150L	1151L & above
9	649L & Below	650L to 999L	1000L to 1200L	1201L & above
10	699L & Below	700L to 1024L	1025L to 1250L	1251L & above
11	799L & Below	800L to 1049L	1050L to 1300L	1301L & above

*Reported in Lexile measures

Raw Score

The number of correct responses by a student to a set of test items. Raw scores cannot be compared across tests, nor are they equal interval. Generally, raw scores are converted to a scale score or—as with SRI—to a Lexile measure.

Scale Score

A non-linear transformation of the raw score to make the scale units equal interval, and thus useful for measuring growth.

Stanine

Stanine is a standardized student score with a mean of 5 and a standard deviation of 2. Stanines range from 1 to 9. In general for all grades, stanines of 1 to 3 are considered below average, stanines of 4 to 6 are considered average, and stanines of 7 to 9 are considered above average. A difference of 2 between the stanines for two measures indicates that the two measures are significantly different. Stanines, like percentiles, indicate a student's relative standing in a norm group.

Appendix 1

State Assessment
Arizona's Instrument to Measure Standards (AIMS)
California English-Language Arts Standards Test
Florida Assessments for Instruction in Reading (FAIR)
Georgia Criterion-Referenced Competency Test (CRCT)
Georgia High School Graduation Tests (GHSGT)
Hawaii State Assessment
Illinois Standards Achievement Test (ISAT)
Kansas State Assessments of Reading
Kentucky Core Curriculum Test (KCCT)
Minnesota Comprehensive Assessments (MCA)
New Mexico Standards-Based Assessment (SBA)
North Carolina End-of-Grade (NCEOG)
North Carolina English I End-of-Course (NCEOC)
Oklahoma Core Curriculum Test (OCCT)
Oregon Assessment of Knowledge and Skills (OAKS)
South Carolina Palmetto Assessment of State Standards (PASS)
South Dakota Test of Educational Progress (DSTEP)
Tennessee Comprehensive Assessment Program (TCAP) Achievement Test
Texas Assessment of Knowledge and Skills (TAKS)
Virginia Standards of Learning Tests (SOL)
West Virginia WESTEST 2
Proficiency Assessments for Wyoming Students (PAWN)

Teacher's Notes

Teacher's Notes

Teacher's Notes

Teacher's Notes

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