

Reading Inventory /Phonics Inventory Helpful Hints and Best Practice Test Protocols

Before the Test:

Items to remind students about prior to testing:

- Students need headphones to listen to the directions, but they can also be useful to prevent outside noise distractions.
- The upcoming RI will be starting from where the last RI left off (the student's last Lexile score).
- You have 3 skips – USE THEM WISELY! 😊. After the initial RI, it is important that the student skips the first question if they are not sure of the answer. If they get it wrong, it drops their score, since it is an adaptive test, and they will need to work to build it back up. Skips do not count against their score. It gives them the same level question with different content.
- Read the passage and answer choices more than once. Find text evidence to support your choice. TAKE YOUR TIME ON EACH ITEM! The RI IS NOT TIMED.
- When reading the answer choices, fill each answer into the blank by clicking the choice. Eliminate choices that do not make sense.
- RI assesses ability to make inferences and draw conclusions.
- RI is 50% literature and 50% informational.

Teacher checklist:

- Make sure students have headphones and they are in working order
- Test computers to make sure students have access to Reading/Phonics Inventory and have a way to reference their password and username.
- Model a positive disposition towards the test-encourage kids to do their best!

- Articulate the purpose of the test- the RI will match students to appropriate texts and initially place students in READ 180 NG software. The PI will provide Decoding status and initially place students in System 44 NG software.
- Remind students that the RI is NOT a timed test. Students are allowed as much time as needed to complete the test. PI is a quick assessment-should take about 10-15 minutes.
- Student who require more time can complete the test in several testing sessions if needed.
- If students need a break during the test, have them log out and then log back in.

During the Test

- Provide a quiet testing environment-a noisy library or a room with distractions can produce low quality test scores
- Only answer questions regarding R/PI directions or RI/PI issues. Do not provide hints or answers to students as the test is adaptive and will get more difficult as correct answers are given. This may result in unreliable data and/or possible testing frustration for students.
- Monitor students as they work through the test, noting when an alert comes up due to students “clicking” through the test.

After the Test

- Have students silently signal that they have completed the RI/PI.
- DO NOT allow students to work on the computer/computer games after they have finished the test-provide a book or other quiet seat work for those students who finish early so as not to distract others still testing.

ADDITIONAL IMPORTANT INFORMATION

- Grades 3-5 RI and PI will only be taken during the district testing windows:
 - RI 5 times a year for READ 180 interventions students
 - Beginning of school year and at the end of every Marking Period (dates to be provided)
 - RI 3 times a year for System 44 intervention students and all non-interventions students

- Beginning, middle and end of school year (dates to be provided)
- PI 3 times a year for System 44 intervention students
 - Beginning, middle and end of school year (dates to be provided)

*****PLEASE NOTE if a returning READ 180 student has a Fall 2017 Lexile below 400 (elem) or 600 (MS/HS) they are not to take a PI. Only System 44 students take the PI.**

- ALL K-2 students will take the FRA (Foundational Reading Assessment) portion of the RI three times a year (Beginning, Middle, End of year)
 - Students who score 49 and above will take both subtests of the RI (FRA and RCA-Reading Comprehension Assessment) in that order.
 - students who have scored 82 (maximum score) on the FRA subtest will only have access to the RCA subtest of the RI.