

# Informal Reading Inventory

The collage features several educational materials:

- Informal Reading Inventory - Teacher Assessment Pages (TAP 1)**: A form for recording student performance on various reading tasks.
- Informal Reading Inventory - Student Pages (SP 1)**: A student-facing form with sections for "Phonics" (fawn, soy, suit, took, haul, boat, chew, about) and "Sight Words" (bank, ring, long, drum, belt, thoughtful, retreat, noble, walk, would, don't, been, very, want, cold, your, their, work, shall, work).
- Informal Reading Inventory - Student Pages (SP 2)**: A student-facing form with a reading passage titled "Tim the Elephant" and a "Marking Oral Miscues" table. The passage describes an elephant named Tim who lives in a zoo and has various habits. The table has columns for "Marking", "Student Example", and "Instructor Analysis".
- Informal Reading Inventory - Student Pages (SP 3)**: A student-facing form with a reading passage titled "Going to the Circus" and a "Marking Oral Miscues" table. The passage describes a boy named Tim who goes to the circus with his dad. The table has columns for "Marking", "Student Example", and "Instructor Analysis".
- Informal Reading Inventory - Student Pages (SP 4)**: A student-facing form with a reading passage titled "The Circus" and a "Marking Oral Miscues" table. The passage describes a boy named Tim who goes to the circus with his dad. The table has columns for "Marking", "Student Example", and "Instructor Analysis".
- Informal Reading Inventory - Student Pages (SP 5)**: A student-facing form with a reading passage titled "The Circus" and a "Marking Oral Miscues" table. The passage describes a boy named Tim who goes to the circus with his dad. The table has columns for "Marking", "Student Example", and "Instructor Analysis".
- Informal Reading Inventory - Student Pages (SP 6)**: A student-facing form with a reading passage titled "The Circus" and a "Marking Oral Miscues" table. The passage describes a boy named Tim who goes to the circus with his dad. The table has columns for "Marking", "Student Example", and "Instructor Analysis".
- Informal Reading Inventory - Student Pages (SP 7)**: A student-facing form with a reading passage titled "The Circus" and a "Marking Oral Miscues" table. The passage describes a boy named Tim who goes to the circus with his dad. The table has columns for "Marking", "Student Example", and "Instructor Analysis".
- Informal Reading Inventory - Student Pages (SP 8)**: A student-facing form with a reading passage titled "The Circus" and a "Marking Oral Miscues" table. The passage describes a boy named Tim who goes to the circus with his dad. The table has columns for "Marking", "Student Example", and "Instructor Analysis".
- Informal Reading Inventory - Student Pages (SP 9)**: A student-facing form with a reading passage titled "The Circus" and a "Marking Oral Miscues" table. The passage describes a boy named Tim who goes to the circus with his dad. The table has columns for "Marking", "Student Example", and "Instructor Analysis".
- Informal Reading Inventory - Student Pages (SP 10)**: A student-facing form with a reading passage titled "The Circus" and a "Marking Oral Miscues" table. The passage describes a boy named Tim who goes to the circus with his dad. The table has columns for "Marking", "Student Example", and "Instructor Analysis".

Second Grade  
Fall

## Informal Reading Inventory

Reading Readiness

The central graphic features a teal background with a white outline of an open book. The text "Second Grade Fall Informal Reading Inventory Reading Readiness" is centered over the book. Below the book is a circular logo for "The Multisensory Classroom" featuring a stylized owl.

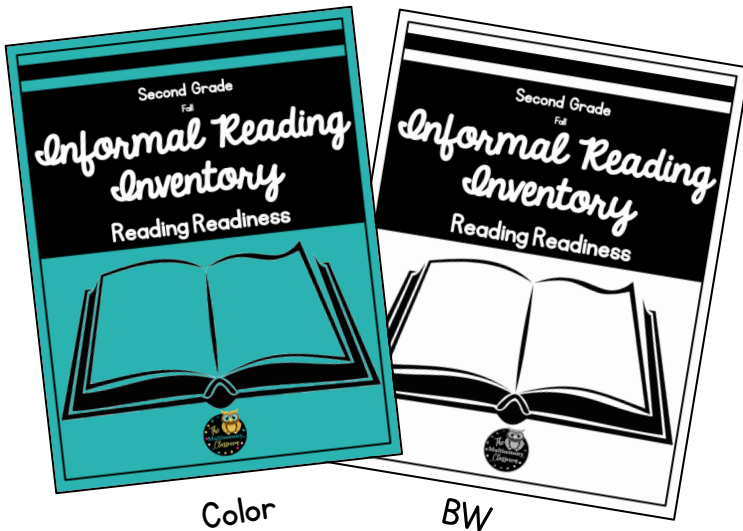
The Multisensory Classroom

The logo consists of a stylized owl with large, colorful eyes, set against a circular background with colorful dots. The text "The Multisensory Classroom" is written in a playful, cursive font below the owl.

# What's Inside

## For assessing second-grade reading readiness

### Cover Sheets



Color

BW

### Step-by-step instructions for administering the inventory

#### Informal Reading Inventory: Instructions, cont'd

##### Sight Word Knowledge: Dolch sight words

#### Informal Reading Inventory Second Grade Instructions

The informal reading assessment is divided into 5 sections, each of which assess a separate reading skill: phonics, spelling (orthographic awareness), oral reading fluency and comprehension, and silent reading comprehension. It also includes an additional place to quickly evaluate a student's pencil grip. The pages referred to in these instructions are found in the "Teacher Assessment Pages" ("TAP") or the "Student Pages" ("SP"). If using this inventory for multiple students, you may wish to print and laminate TAP 1-4 and SP 1-4.

This test can be administered in sections or in its entirety, depending on the skills that need to be assessed.

##### Phonics

**Purpose:** Phonics is the skill of recognizing how sound-letter combinations blend to form printed words. The ability to blend sounds correctly helps the student begin to create meaning through words.

**Directions:** Present student with SP 1 (page beginning with "alp"). Uncover one row of words at a time. Say "I would like you to read this row of words. I am not able to help you, so just do your best."

**Scoring:** As the student is reading the words, place an "x" on TAP 1 next to any words the student reads incorrectly. If the student reads three or more words wrong in any of the individual sections, highlight that skill for instruction. If the student misses three or more words in three back-to-back sections, stop the test and consider as your starting point for instruction the first section in which three or more were missed. At the top of each section, record the number correct out of the total number given (Ex: 3/4).

##### Spelling

**Purpose:** Just as reading is the ability to associate sounds to letters, spelling is the ability to associate letters to sounds. Creating connections through reading and spelling increases fluency as these associations become automatic.

**Directions:** Administer the top half of TAP 2 as a spelling test (this section may be completed in a group setting). Read words aloud and have students write their responses on SP 5. Use the spelling test grid at top of TAP 2 to identify and isolate where additional instruction is necessary. Words are intentionally chosen to help identify common student spelling errors—specifically letter reversals and letter transpositions.

##### Pencil Grip

Many students need additional instruction on pencil grip. Four common pencil grip formations are shown in the middle of TAP 2 for the instructor to note. The dynamic tripod (starred) is typically considered the best pencil grip for ideal stability and movement.

list of up to 75% of beginning reading the remaining 25% of the text that is

ge" list on SP 4. Mark the words read from a paper copy only. This list contains is list.

h increasing smoothness, accuracy, and if thereby improving comprehension.

3) to the student and read the title aloud. Answering some questions about the story. The time under the box at right; mark scores resource at TAP 5; fill in the box at 6. (WCPM), ask the Comprehension in the box at the bottom of the page.

is. e but was able to do so easily. he sentence, and decoding was very slow

the information that is read.

ncy (ORF) assessment. The story B box R/F assessment.

Informal Reading Inventory: Teacher Assessment Pages (TAP 3)

#### Marking Oral Miscues

Scored as an error...

Miscue	Marking	Student Example	Instructor Analysis
Omission	Circle the word or word(s) omitted.	"The cat chased the birds."	The cat chased the birds.
Addition	Draw an added word with an arrow.	"The cat chased the birds."	The cat chased the birds.
Substitution	Draw a line through the word and write in the word that was substituted.	"The cat caught the birds."	The cat chased the birds.
Mispronunciation	Draw a line through the word and write the mispronounced word above it.	"The cat chased the birds."	The cat chased the birds.
Transposition	Draw the transposition symbol.	"The chased the birds."	The cat chased the birds.
Repetition	For two or more words, draw a wavy line under the repeated words.	"The cat chased the birds."	The cat chased the birds.
Words Added	When the words appear in the word for the child and cross it out.	"The cat..."	The cat chased the birds.

Not scored as an error...

Miscue	Marking	Student Example	Instructor Analysis
Self-correction	Circle the word that was corrected. Draw a check mark over the word.	"The cat chased the birds."	The cat chased the birds.
Mispronunciation	<ul style="list-style-type: none"> <li>Use a checkmark.</li> <li>Use a checkmark.</li> <li>Use a checkmark.</li> </ul>	"The cat chased the birds."	The cat chased the birds.
Fluency	Draw two vertical lines between the words.	"The cat... chased the birds."	The cat chased the birds.



### Guide for Marking Oral Miscues

# What's Inside

For assessing second-grade reading readiness

## Student Pages

Drum belt  
ring long  
quick chin  
yard third  
hide rope  
paid flight reach

would don't been always  
very want cold buy  
your their work both  
shall wash does because  
around before goes many

**Tim the Elephant**  
Tim is a new baby elephant who lives in the zoo with his mom. He is already three feet tall and drinks up to forty cups of milk a day! Tim eats lots and lots of leaves for breakfast, lunch, and dinner.  
Tim likes to wave his trunk at people. He uses his trunk to drink water and take a bath. He sucks water into his trunk and sprays it all over himself to get nice and clean. The people at the zoo like to watch Tim give himself a bath.  
When Tim gets bigger and stronger, he will grow big white tusks on both sides of his trunk. Tim will use his tusks to move fallen trees or even defend himself from other animals. As Tim gets older, the zookeepers will help him learn how to live in the wild.

would don't been always  
very want cold buy  
your their work both  
shall wash does because  
around before goes many

**To the Circus**  
Mom and Dad took me to the circus. I had never been there before. We drove up to a big tent with lots of colors. Inside, Dad said the ring master would do all kinds of stunts.  
We sat down in three chairs as the lights went dim. One light shone on a man who greeted the crowd and told us about all the fun things we would see. Then a clown came out and juggled five balls while doing flips. Another clown honked a horn and drove in a small, silly car. People walked on a rope far above my head. I was glad they had a net under them! Dad gave me some popcorn. Yum! Others in pretty costumes swung through the air on big ropes. Men ate fire, and Mom told me not to try that. At the end, everyone clapped and smiled. I loved the acts and being with my mom and dad.

fawn soy suit took  
haul boat chew shout  
alone hardly thankful  
always thinking retest  
suzzle dimple eagle title noble  
wreath lamb knife guard walk  
magnet picnic absent subject napkin  
silent music pilot began protect

6.  
7.  
8.  
9.  
10.

6.  
7.  
8.  
9.  
10.

Assess the following skills:

- Phonics
- Sight words
- Spelling
- Oral reading fluency/comprehension
- Silent reading comprehension



