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

Basic ADMINISTRATION Guidelines for QRI Assignment

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

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

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

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

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

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

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

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

Administration options:

try out prediction task to compare with concept-question task as a means of evaluating prior knowledge;

try out retelling to compare with questions as a means of evaluating prior knowledge

try the "look-back" administration to see if it student does better under this condition

Basic SCORING Guidelines for QRI Assignment

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

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