BEST PRACTICES GUIDE

A Guide to Optimizing *SRI* Scores

***Scholastic Reading Inventory*™ (*SRI*) is an objective, research-based assessment of students' reading comprehension ability. Based on the Lexile Framework® for Reading, the *SRI* can be administered to any reader regardless of age and grade level. As a computer-adaptive test, *SRI* is designed for quick administration in an un-timed, low-pressure environment.**

SRI is an effective assessment to:

- Identify struggling readers.
- Apply as a universal screener and progress monitoring tool.
- Monitor progress toward AYP goals.
- Monitor effectiveness of instruction.
- Establish obtainable and realistic growth goals for students.
- Indicate expected performances on state tests.

SRI test items do not require prior knowledge of ideas outside the passage, do not test on vocabulary taken out of context, and do not require formal logic. *SRI* derives its question bank from authentic passages of literature that students encounter both in and out of school. Test items are drawn from a variety of content areas.

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.

1. TARGETING

Targeting is a practice that assigns an entry level for first-time test takers.

Targeting in *SRI* is accomplished by selecting an ability target in Scholastic Achievement Manager (SAM) for each student. Targeting should be done for the first test, and is based on teacher observation, previous knowledge of students' ability, and test scores. This function is performed in the *SRI* PROGRAM SETTING of the SAM.

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	25th	50th	75th	95th

For example, a fifth-grade student targeted at far below grade level would receive a first question at 90L; his friend targeted at 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 child to the lower target. See page 10 for the *SRI* Norm Table.

Here is HOW YOU TARGET:

1. Launch **SAM**.
2. Click on the **Roster** tab.
3. Click on the **Settings** link next to *Scholastic Reading Inventory* program listing.
4. Use the **Pull Down** menu to choose:
   - undetermined
   - far below grade level
   - below grade level
   - on grade level
   - above grade level
   - far above grade level
5. Click on **Save**.

2. APPLY KNOWLEDGE ABOUT STUDENTS' ABILITY

The more *SRI* knows about the student, the more accurately it can select a starting point. Targeting applies to the students' first test only. For every *SRI* test, the program needs to determine starting

points. *SRI* uses the following priorities to estimate each student's starting Lexile:

1. Previous *SRI* Computer Test
2. Previous *SRI* Print Test (inputted)
3. Targeted Estimated Reading Ability (set from *SRI* settings)
4. Grade-Level Lexile Equivalent

Caution!
Rather than TARGETING, districts have been inputting Lexile scores derived from state testing sources (OAKS, ISAT, TAKS, for example) in the data field: Previous *SRI* Print Test. Unless the score is from a native Lexile instrument, rather than an alignment, Scholastic cannot guarantee that the score will accurately align to *SRI*.

Adding a Previous *SRI* PRINT SCORE:

1. Launch **SAM**.
2. Click on the **Roster** tab.
3. In the **Smart Bar,** double-click on your classroom and the student's name and open to the student's **Profile Screen**.
4. Click on the **Grading Tool** link next to the *Scholastic Reading Inventory* program listing.
5. To add a test score, click the **Add New Test Score** link to open that window.
6. Input **Test Score**.
7. Click on **Save**.

3. UNTARGETED STUDENTS

SRI must make a determination on how to select the difficulty of the students' first question. In the absence of any other information, *SRI* will provide the student with the first test question in the 50th percentile of the *SRI* Spring Norms for his or her grade level.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
150L	475L	590L	700L	810L	880L
Grade 7	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
955L	1000L	1045L	1080L	1090L	1100L

If a student is significantly above or below the 50th percentile and not targeted, it may take longer for the *SRI* to adapt the difficulty of the question to the students' true ability.

4. THE LOCATOR TEST

In *SRI* Enterprise Edition, Scholastic introduced a Locator Test. This "pre-test" automatically applies to students in Grade 7 and over who are taking *SRI* for the first time and have no previous test or targeting information.

The purpose of the Locator Test is to inform *SRI* on student's ability prior to actual administration of the *SRI*. The Locator Test provides a starting point and it is invisible to the student. It is an important feature for students who are significantly below or above grade level as it helps place them on their true testing level faster.

The purpose of the Locator Test is to identify a starting point for students in Grades 7–12 if there is no other prior information. It is the least accurate method of getting to a starting point, but is useful in absence of other information.

5. STUDENT PREPARATION

Familiarizing students with the Lexile Framework® for Reading helps them understand the purpose of the *SRI*.

Because *SRI* is a low-pressure test that is easy to administer, students may rush through it or not take it seriously. Students need to know that *SRI* is a computer-adaptive test, and that they cannot go back and review answers. Each new test item is based on a previous response. It is better to slow down and focus than to race to finish.

SRI provides a secure assessment because each test is unique and customized to the test-taker's needs. The tightly controlled environment that is needed for a high-stakes print test (i.e., CTBS) is not needed here. Students can take the test over a broader window and scores will still be comparable. Thus, any student not up to the tasks of focusing and performing can safely take the *SRI* when he or she is ready.

SRI features a Practice Test. The Practice Test items do not count toward the final score. The purpose of the Practice Test is to get students accustomed to a computer-based test and the *SRI* interface. If the student does not perform well on the Practice Test, *SRI* signals the student to see their teacher.

Additionally, *SRI* allows students to skip up to three questions. Because test items are drawn from actual literature, students may encounter a passage that is wholly inaccessible to them. For example, a child in a rural area might not have the background knowledge to understand a passage about mass transportation. He or she can skip the question with no impact on his or her score. The skips are designed to be anti-bias devices.

Finally, *SRI* asks students for their reading interests. Their response informs the topic areas in the Recommended Reading Report. These choices have no bearing on item selection.

Students should give their best effort on *SRI* and the teacher should select an optimal time to test them. Students need to know that *SRI* is a performance-based test. Much like playing a sport or a musical instrument, they need to be on point during their assessment.

Before testing, students should have an understanding of what *SRI* is assessing as well as some knowledge of the Lexile Framework. The more students know about what they are doing, the better they perform.

6. AFTER THE FIRST ADMINISTRATION

SRI is based on prior knowledge of student's ability. The first test is foundational. Therefore, all first tests should be examined and proofed. If a teacher believes a student's first test is not a true reflection of his or her ability, the teacher should remove the test and readminister.

If the second administration produces a similar score, it is likely that the score is accurate and they should retain the result. The teacher can delete and retest at his or her discretion but should consider other additional testing instruments if the student consistently does not perform as expected.

It is up to the school to develop a procedure for the removal of a test and its readministration. For best results, schools should not retest students within 30 days of a first test administration without the original test being removed from the *SRI* database.

SRI assumes instruction will occur between administrations and it assumes that the student cannot grow more than a certain number of Lexiles in a few days' time. *SRI* assumes the test has made a correct estimation of the students' reading ability and will provide students with items that are close to the previous test score. Therefore, if a student is retested within 30 days, *SRI* provides questions closely incremented to that established level. Over time, *SRI* broadens those increments.

How to REMOVE A STUDENT TEST:

1. Launch **SAM**.
2. Click on the **Roster** tab.
3. Double-click on the students name in the on the **Smart Bar**.
4. Click on the **Grading Tool** link next to the *Scholastic Reading Inventory* program listing.
5. Click the **Remove** button next to the test you wish to remove.
6. Confirm **Yes** when the dialog box pops up.

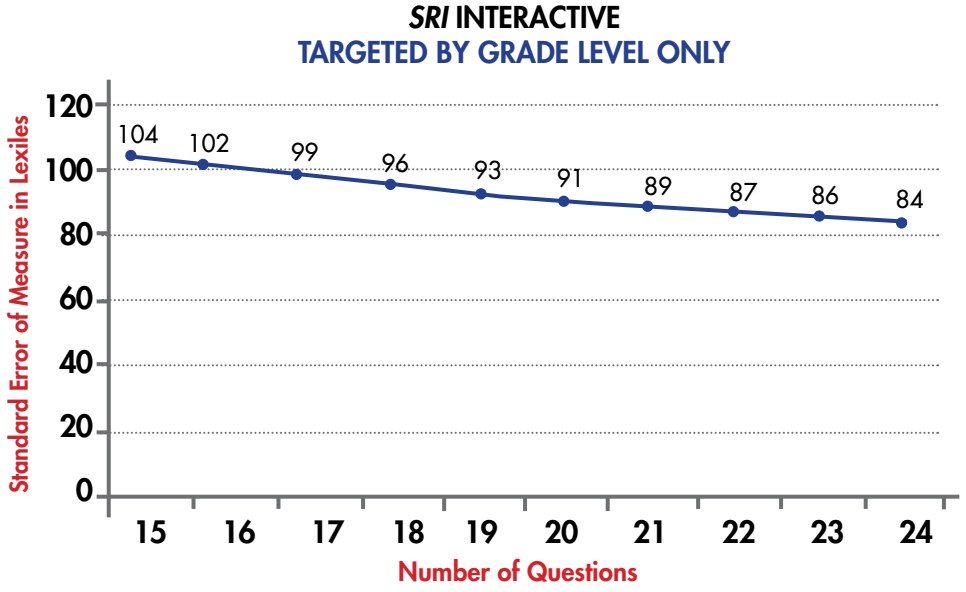
How to REMOVE A STUDENT TEST (cont'd):

7. Click on **Save**.

7. SUBSEQUENT TESTS

In *SRI*, student scores are more cumulative than they are discrete. The starting point for each subsequent test is determined by the student's previous performance. Therefore, the first test is key, and the accuracy of the first test must be ensured.

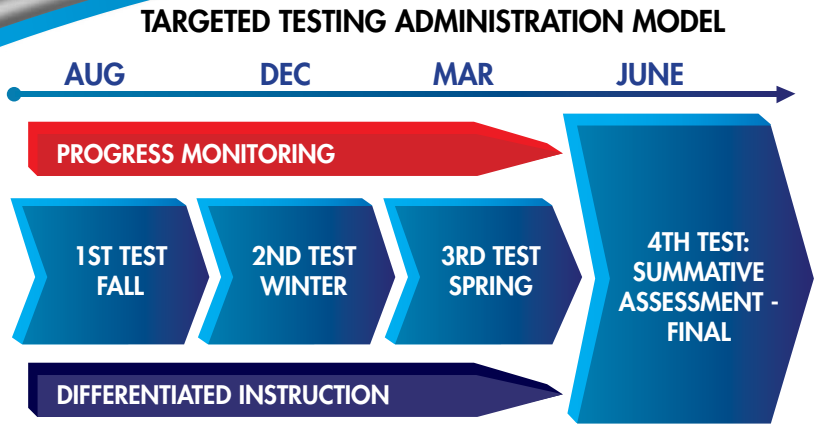
The more *SRI* knows about a student, the lower the SEM will be. The chart below demonstrates how targeting improves the accuracy of the subsequent test.



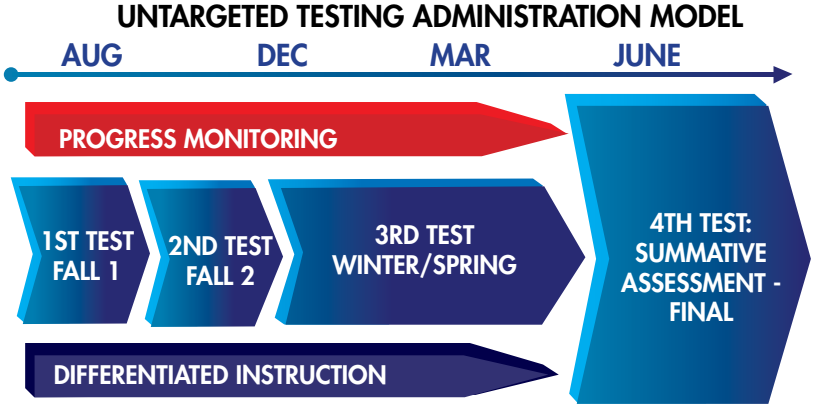
8. CHOOSING NOT TO TARGET

Sometimes schools choose not to target. They make this choice deliberately because they do not have the resources to expend for consistent input of data. If your school chooses not to use the targeting features, we recommend an adjustment in the test schedule.

The Target Testing schedule can run with three to four administrations per year as illustrated on the following page.



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



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.

9. STANDARD ERROR OF MEASUREMENT

SRI, like every test, has a Standard Error of Measurement (SEM).

The SEM indicates to what degree a student's test score reflects his or her "true ability." The smaller a test's SEM, the more accurate a student's score will be. A small SEM makes it easier to detect true growth—not merely change due to chance, such as a child's good guess or her positive frame of mind on test day.

While various factors affect SEM, targeting students can reduce SEM significantly. (Knutsen, K. (2006), "Accuracy Matters," Scholastic Professional Paper.)

The Standard Error of Measurement (SEM) of a test describes how large a change in a test score there needs to be before you can conclude with confidence that a student's actual ability has changed. On the SAT, for example, the College Board has calculated that a student's score needs to go up by more than 60 points before it is reasonable to conclude that an actual change in ability has occurred. On *SRI*, if a student scores 750L on one administration, then 760L (or 740L) on a subsequent administration, we would interpret those scores to mean the students was reading on the same level. If 10L doesn't signify a meaningful difference (that is, that 10L is within the SEM for the test), what does signify real change? On *SRI*, statistical analysis reveals that a change of about 55L is a strong indicator that the student's ability is changing.

There is always error in tests and, therefore, we can only obtain an approximation of the "truth" plus or minus some error. Teachers should consider the benefits of targeting to reduce standard error measure.

MEAN SEM ON SRI BY EXTENT OF PRIOR KNOWLEDGE

Number of Items	SEM (Grade Level Known)	SEM (Grade & 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

TEST RESULTS

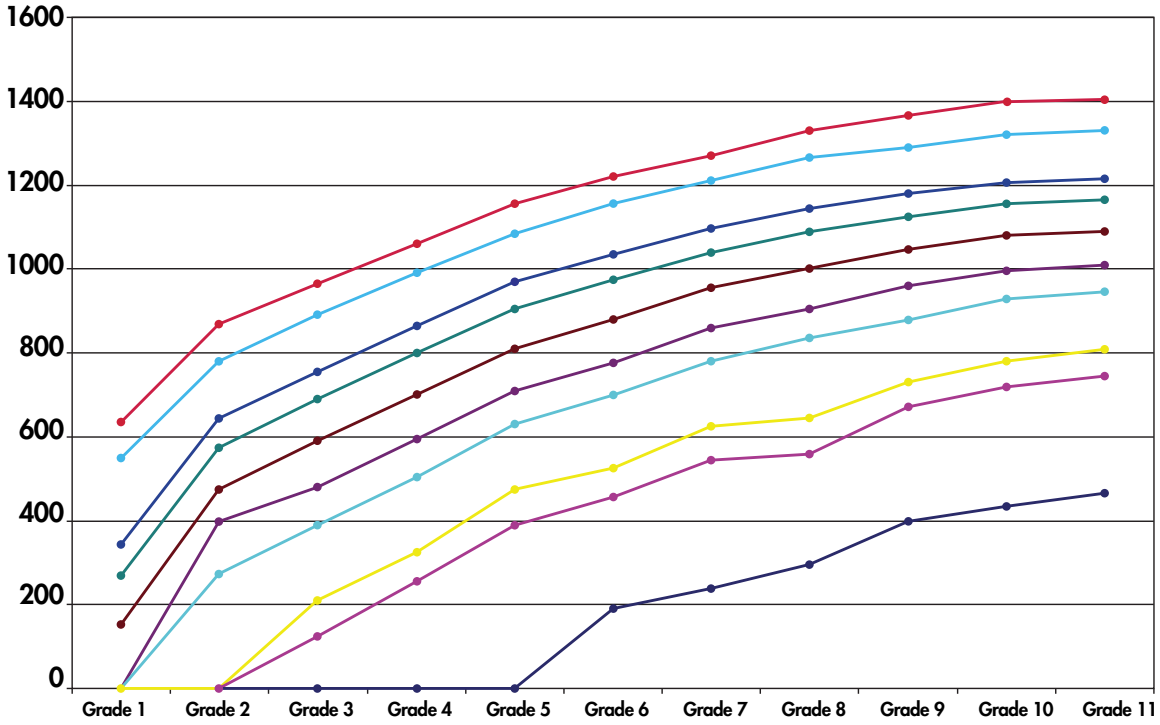
Scholastic Education believes in the Lexile Framework® for Reading and in measuring students with data to determine placement and instructional plans. We are here to support your *SRI* implementation at every level.

If you have questions regarding *SRI*, please contact your Implementation Consultant or submit your question to ASSESSMENT@scholastic.com.

SCHOLASTIC READING INVENTORY: NORM-REFERENCED INTERPRETATIONS

Norm-referenced interpretations of a test score expresses how a student performed on the test compared to other students of the same age or grade. Often required for accountability purposes, these results, presented in percentiles, normal curve equivalents (NCEs), and stanines, are used to report test results when making comparisons. Norm-referenced interpretations, however, do not provide any information about what a student can or cannot read. Criterion-referenced interpretations of test results provide a rich frame of reference that can be used to guide instruction and text selection for optimal student reading growth.

NATIONAL PERCENTILES



How this data was established: A linking study conducted with the Lexile Framework developed normative information based on a sample of 512,224 students from a medium-to-large state. The majority of the students in the population were Caucasian (66.3%), African American (29.3%), Native American (1.7%), Hispanic (1.2%), Asian (1.0%), and Other (0.6%). Less than 1% (0.7%) of the students were classified as "limited English proficient," and 10.1% of the students were classified as "students with disabilities." Approximately 40% of the students were eligible for the free or reduced-price lunch program; approximately one half of the schools in the state had some form of Title I program (either school-wide or targeted assistance). The sample's distributions of scores on norm-referenced and other standardized measures of reading comprehension are similar to those reported for national distributions.

NORMS TABLE – SPRING

Percentile	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
1	BR	BR	BR	BR	90	190	240	295	400	435	465	465
5	BR	BR	125	255	390	455	545	560	670	720	745	755
10	BR	BR	210	325	475	525	625	645	730	780	810	820
25	BR	275	390	505	630	700	780	835	880	930	945	955
35	BR	400	455	595	710	775	860	905	960	995	1010	1020
50	150	475	590	700	810	880	955	1000	1045	1080	1090	1100
65	270	575	690	800	905	975	1040	1090	1125	1155	1165	1175
75	345	645	755	865	970	1035	1095	1145	1180	1205	1215	1225
90	550	780	890	990	1085	1155	1210	1265	1290	1320	1330	1340
95	635	870	965	1060	1155	1220	1270	1330	1365	1390	1405	1415

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