

Administering an INFORMAL PROSE INVENTORY

STEP 1: ACCURACY
 ORAL READING OF THE TEXT
 Student reads aloud from the script provided.
 Teacher records any deviations from the text on this sheet.
PASS = 97%

STEP 2: RETELL
 Student attempts to RETELL as much of the story as they can without the text.
 Teacher ticks off the information the student remembers.
PASS = 50%

STEP 3: COMPREHENSION
 Teacher asks question prompts.
 Student answers the questions.
Pass=75%

Name: **John Smith** Date: **22-4-2001** Age: **9yrs 4mths**

Title: **Rats** Running words: **248** Reading Age: **10-11** Level **5**

We had rats in our attic. They scampered over the rafters, making little scratching noises. They gnawed at things, making little scraping noises. And they leapt about, making scuttling, thumping noises. I didn't mind the rats, but mum hated them.

"Derek you must do something about those rats," she said to Dad. "You really must." "I will, dear, I will," Dad said. He shuddered a little, and continued reading his paper and eating his toast. Mum sighed. She knew Dad. "Get some traps Mum," I said. "I'll set them in the attic for you." I thought of creeping across the attic, a torch in one hand and a trap in the other. It would be scary. But it would be fun. Mum shook her head. "I'm not having any of you kids up there until they're gone," she said. "What if one bit you?" "They wouldn't bite me," I said. "No!" Mum's finger waved my way. "You stay down from there! And tell Jeff and Sarah to stay down too. Understand?" I sighed. "Yes Mum," I said. We were all silent. Dad frowned and concentrated on his paper. There was a patter-patter across the attic, right above us. "That does it!" said Mum. "I'm calling a pest controller." And she went to the phone. Early in the evening, a strange man arrived at the door. He had wild black hair and bushy beard. His eyes bulged, and two of his teeth were missing.

Analysis of uncorrected reading miscues			
Circle cues used during miscue			
1.	M	V	S
2.	M	V	S
3.	M	V	S
4.	M	V	S
5.	M	V	S
6.	M	V	S
7.	M	V	S
8.	M	V	S
9.	M	V	S
10.	M	V	S
11.	M	V	S
12.	M	V	S
13.	M	V	S
14.	M	V	S
15.	M	V	S
16.	M	V	S
17.	M	V	S
18.	M	V	S
19.	M	V	S
20.	M	V	S

97% Instructional Level

Analysis of self corrections			
Circle cues used during self-correction			
1.	M	V	S
2.	M	V	S
3.	M	V	S
4.	M	V	S
5.	M	V	S
6.	M	V	S
7.	M	V	S
8.	M	V	S
9.	M	V	S
10.	M	V	S

94% Instructional Level

Accuracy Pass 97%	95.2%	Comments about reading behaviour: Self Correction Rate 1:6 Use of cues: Meaning = 5/12 (42%) Visual = 10/12 (83%) Syntax = 8/12 (15%) Relying heavily on visual cues to decode unfamiliar words - poor recognition of word endings. Some awareness of text not making sense (S/C rate). Needs to be encouraged to monitor own reading - Does that make sense? Does that sound right? Retelling superficial with poor sequence. Practise with small chunks. Develop inferential comprehension in with small group discussion. Recommended Instructional Reading Age: 10 - 11
Retelling Pass 50%	44%	
Comprehension Pass 75%	80%	

Miscues made during the oral reading can be analysed to give additional information about the way the reader is using strategies to decode the text.

A PASS in all three criteria indicates the student has completed this level. Reading material at this level is no longer at an instructional level.

Anecdotal information gained from the oral reading behaviour of the student and recommendations for instruction can be recorded here.

INFERRENTIAL COMPREHENSION: "Rats"

Section A: Retell

After initial reading by student, give them the opportunity to reread the passage silently before attempting retelling. Number responses to indicate retelling sequence. Score half if some details are left out.

Section B: Questions to check comprehension

After retelling, tick boxes in this section that have already been covered by the student in Section A. Use the questions below to check comprehension of event or details that the student has not retold in Section A.

1. There were rats in the attic	<input type="checkbox"/>	1. What was the problem at the beginning of the story?	<input checked="" type="checkbox"/>
2. They made all sorts of noises	<input type="checkbox"/>	2. How could they tell there were rats?	<input checked="" type="checkbox"/>
3. The boy in the story didn't mind	<input type="checkbox"/>	3. Was the storyteller worried about having rats in the attic?	<input checked="" type="checkbox"/>
4. His Mum hated them	<input type="checkbox"/>	4. What did the storyteller's mum think about having rats in the attic?	<input checked="" type="checkbox"/>
5. His Mum asked Dad to do something about the rats	<input type="checkbox"/>	5. What was the first thing she did about the rats?	<input checked="" type="checkbox"/>
6. Dad said he would	<input type="checkbox"/>	6. What was Dad's response?	<input checked="" type="checkbox"/>
7. But he kept on reading his paper and eating his toast	<input type="checkbox"/>	7. What did Dad actually do?	<input checked="" type="checkbox"/>
8. The boy wanted his mother to get some traps	<input type="checkbox"/>	8. What did the storyteller suggest his mother should do?	<input checked="" type="checkbox"/>
9. He was going to set them up in the attic	<input type="checkbox"/>	9. What was the storyteller going to do with the traps?	<input checked="" type="checkbox"/>
10. He thought it would be scary but fun	<input type="checkbox"/>	10. How did the storyteller feel about setting the traps?	<input checked="" type="checkbox"/>
11. Mum didn't want any of the kids going into the attic	<input type="checkbox"/>	11. How did the storyteller's mother feel about his plan?	<input checked="" type="checkbox"/>
12. She was worried that they might get bitten by the rats	<input type="checkbox"/>	12. What was the storyteller's mum worried about?	<input checked="" type="checkbox"/>
13. The family heard the rats again	<input type="checkbox"/>	13. What happened next that forced Mum into action?	<input checked="" type="checkbox"/>
14. Mum had had enough	<input type="checkbox"/>	14. Why did she decide to do something?	<input checked="" type="checkbox"/>
15. Mum rang up a pest controller	<input type="checkbox"/>	15. What did Mum do about the situation?	<input checked="" type="checkbox"/>
16. That evening a strange man came to the door	<input type="checkbox"/>	16. What happened that evening?	<input checked="" type="checkbox"/>
17. He had wild black hair and a bushy beard	<input type="checkbox"/>	17. Describe the man who came to their door?	<input checked="" type="checkbox"/>
18. His eyes bulged and 2 of his teeth were missing	<input type="checkbox"/>	18. What else can you remember about the man?	<input checked="" type="checkbox"/>
RETELL TOTAL (PASS 50% = 9)	8/18 = 44%	INFERRENTIAL COMPREHENSION	
		19. Why did Mum call the pest controller? She was frustrated with Dad. Didn't think he would do anything.	<input checked="" type="checkbox"/>
		20. Why didn't Dad do something about the rats? He shuddered at the thought. He didn't like rats.	<input checked="" type="checkbox"/>
COMPREHENSION TOTAL (PASS 75% = 15)			16/20 = 80%