

the hamburger helper



Issue: February 2014

Title: Reading Assessment Showdown

SOL vs. SRI: What's the Difference?

	Reading SOL	Scholastic Reading Inventory
Purpose	<ul style="list-style-type: none"> Used to determine a student's knowledge of grade-level standards as determined by Virginia Department of Education 	<ul style="list-style-type: none"> Universal screening tool used to determine a student's reading comprehension and monitor reading growth Helps to match readers with appropriately leveled text <ul style="list-style-type: none"> Most texts have a Lexile score as well: http://www.lexile.com/ A text Lexile is determined by the sentence length and word frequency; it does not take into account the text's maturity level, structure, language & knowledge demands, and reader engagement/interest
Type of Questions	<ul style="list-style-type: none"> Includes questions that require student to not only comprehend the text, but to also apply knowledge & understanding of grade-level standards 45 scored questions <p><u>Sample Question:</u></p> <ul style="list-style-type: none"> ➤ What is the main conflict of the story? ➤ Which of the following summarizes the section "Caves?" ➤ Which organizational pattern is used in this flier? ➤ From which point of view is the story written? ➤ Which question is answered in paragraph 5? ➤ In paragraph 8, what does the word <u>exceptional</u> mean? ➤ In which word does <u>-ic</u> have the same meaning as it does in <u>gymnastic</u> and <u>athletic</u>? <ul style="list-style-type: none"> Includes the traditional multiple choice format as well as Technology Enhanced Items (TEI) <ul style="list-style-type: none"> ○ Drag & Drop (move answers) ○ Hot Spot (multiple answers) ○ Fill in the Blank (type own response) Includes paired passages in which students are comparing & contrasting two different text (currently grade 8 only) Stand-alone questions that can be answered without reading the passage (typically word knowledge or reference material-related) Uses test language (i.e. infer, conclusion, summarizes) 	<ul style="list-style-type: none"> Similar to fill-in-the-blank or cloze format that assess the reader's ability to draw inferences and establish logical connections between the ideas in the passage The text is adaptive: students are given more difficult passage if they get an answer correct and easier passage if they get an answer wrong; thus, the total number of questions asked is unknown <p><u>Sample Text & Question:</u></p> <p>At lunch, Gilberto was hoping he'd see Maddie. He wanted to tell her his good news and also see how she was doing. But the lunch period passed, and he saw no sign of her. Gilberto decided that after school he would jog over to her house and check on her.</p> <p>He was _____ for her.</p> <ul style="list-style-type: none"> ○ Cooking ○ Studying ○ Reading ○ Looking

Types of Passages	<ul style="list-style-type: none"> • A test of reading stamina! • Several lengthy passages, both fiction & nonfiction 	<ul style="list-style-type: none"> • Passages are both fiction & nonfiction • They are all from authentic text (children's books, excerpts from newspapers, magazines, etc) • Range from a few sentences to a lengthy paragraph
Score Interpretation	<ul style="list-style-type: none"> • A score of 399 and lower is fail/basic • 400-499 is considered pass/proficient • 500-600 is pass/advanced • A score below 425 typically indicates a need for extra reading support 	<ul style="list-style-type: none"> • Scores reflect a student's instructional reading level (where he/she should be able to read with 75% comprehension) • A student's ideal range is 100 below and 50 above his/her reported score • While grade-level ranges overlap, a student is considered below grade-level if the score falls <i>below the grade-level range</i> • The student is proficient if the scores falls <i>within the grade-level range</i> • The student is advanced if the score is <i>above the grade-level range</i> <ul style="list-style-type: none"> Grade 6: 800-1050 L Grade 7: 850-1100 L Grade 8: 900-1150 L • Scores are reported in Percentile Rank, Stanine, Normal Curve Equivalent (NCE), Grade Level, and Performance Standard
Testing Timeline	<ul style="list-style-type: none"> • Students are assessed once a year during the Spring SOL testing window 	<ul style="list-style-type: none"> • Students are assessed three times a year (Fall, Winter, Spring)
Reports	<ul style="list-style-type: none"> • Students receive a letter in the mail with their SOL score 	<ul style="list-style-type: none"> • Teacher can create reports through SAM (Scholastic Achievement Manager) to find students' scores & analyze growth • SAM can generate parent letters communicating the student's score and reading level