CRI Word List Administration

1. In CRI Manual: Identify the list that is two grade levels below the child's current grade level. Make copies of the examiner forms for the lists that are two grade levels *below*, the list for the child's *current grade* level, those lists that are approximately two grade levels *above* the child's current grade level.

2. In Reader's Passages: Turn to the list that is two grade levels below the student's current grade level. **Do not show the student the list until you are ready to record his/her responses.**

3. Seat the student on the opposite side of your writing hand. Have your examiner forms in front of you, yet shielded from the student's view. Place the Reader's list in front of the student, placing two index cards over the first words.

4. Slide the bottom card down, exposing the word.

   a. If the student reads the word automatically (within 2 seconds and without segmenting or "sounding out" the word), put a **+** in the <u>Flash</u> column on your examiner form.

   b. If the student takes more than 2 seconds or segments the word to decode it, put a **+** in the <u>Untimed</u> column.

   c. If the student reads the word *incorrectly*, but immediately, write down his/her pronunciation of the word (phonetically) in the <u>Flash</u> column.

   d. If the student reads the word *incorrectly*, and takes more than 2 seconds to come out with it, write down his/her pronunciation of the word in the <u>Untimed</u> column.

   e. If the student will not read the word after 8 seconds, ask him/her to guess or pass. Record *DK* for "don't know", if appropriate, or *NR* for "no response" if appropriate.

   f. Repeat all steps above until the child has **four consecutive incorrect** responses in the <u>Untimed</u> column or until he/she finishes reading that leveled list.

5. Scoring: This must be done immediately after the student finishes reading each leveled word list.

    a. Total the number of words read quickly and correctly (i.e., number of $+$'s in the Flash column). If the student has at least 15 points in the <u>Flash</u> column, go on to the next level list. If the student has **14 or fewer points in the <u>Flash</u> column, discontinue testing**.

    b. Once the child has reached his/her ceiling (i.e., **four consecutive incorrect** responses) and therefore is not able to read a higher leveled list, first total up the number of correctly read words in the <u>Flash</u> column on each list. To total up the number of points in the <u>Untimed</u> column of each list, add the number of points in the <u>Flash</u> column and the number of additional words read correctly when given additional time. (Note, the <u>Untimed</u> total points on each list should always be equal to, or greater than the <u>Flash</u> column total.)

6. Analysis and Interpretation: This should be done *without* the student present.

    a. First, determine the grade level passage you will administer for the Oral Reading segment of the CRI. An appropriate leveled passage should result in the child reading at approximately 92% accuracy, which means that the child should make a few errors, but not so many that he/she is struggling.

- Choose to use either a narrative or an informational passage based on the student's reading preferences and interests.

- Review a passage that is at the same level as the highest level list in which the student scored 100% in the <u>Flash</u> column. If you believe this passage could be read with *no* errors, review the next highest leveled passage. Continue to do this until you identify a passage that you believe the child could read with appropriate (92%) accuracy based on your knowledge of his/her reading skills thus far.

    b. Next, analyze the students' incorrect responses. Look for patterns of error (i.e., vowel sound groups, digraphs, blends, prefixes or suffixes, dropped medial consonants, etc.).

- Note the patterns of error you find so that you might gather additional evidence when the student is reading connected text. Attempt to identify possible difficulties in the student's word reading/phonics skills that might be addressed within future work with the student.