QRI Cheat Sheet

Goal: To determine students' INSTRUCTIONAL reading levels

Choosing a Beginning Level

- Use word lists
- Select a passage at the same level as the highest INDEPENDENT level attained on the word lists.

Word Lists

Number of correct words
x 5=% Correct

Readability	# of Words Correct	Percent Accuracy
Independent	18-20	90% and above
Instructional	14-17	70%-85%
Frustration	0-13	Less than 70%

Criteria for Overall Results:

Independent

- Student can read & comprehend without assistance.
- Word Lists: 90% or >
- Word ID in passage: 98% or >
- Comprehension: 90% or >

Instructional

- Student can be instructed profitably.
- Word Lists: 70-89%
- Word ID in passage:
  90-97% Total Accuracy
  95-97% Total Acceptabilty
- Comprehension: 70-89%

Frustation

- Student is completely unable to read with word accuracy or comprehension.
- Word Lists: Less than 70%
- Word ID in passage:
  Less than 90% Total Accuracy
  Less than 95% Total Acceptability
- Comprehension: Less than 70%

Administration and Scoring

1. Choose a passage based on word lists and knowledge of student.
2. Primer -5th grade: Student reads orally
   6th grade +: Student reads silently
3. Determine total passage level:
   Word recognition + Comprehension
4. Move to next highest level if student scores at an independent or instructional level. Move to next lowest level if student scores at frustration level.
5. **Stop when student reaches his or her highest INSTRUCTIONAL level.**

Formulas:

Word identification in context from passage: (# of words in passage-number of miscues) ÷ # of words in passage

Comprehension: # of questions correctly answered ÷ total # of questions

Rate:
WPM= (# of words in a passage X 60) ÷ # of seconds it took to read the passage

Oral Reading Ranges:

Level	Words Per Minute (WPM)
First	37-77
Second	43-89
Third	51-97
Fourth	55-105
Fifth	61-133

Concept Questions: score ÷ 3 of concepts=%

Points	Answer Given
3 pts	Precise, definitional, specifically related to passage content, synonyn
2 pts	Example of the concept, specific attribute or defining characteristic
1 pt.	General association, isolation of prefix, suffix, root word, firsthand personal assiciations
0 pt.	Sound-alikes, unconnected response, no response

Recording Miscues:

- Substitution-Write what the student says above the word.
- Omission-Circle the omitted word
- Insertion-Write in the insertion and mark it with a ^
- Self-correction-If a student corrects a miscue, write the miscue and mark it with a "C"
- Reversal-If a student transposes 2 words, mark the reversal with a ~ symbol
- Punctuation Ignored-Mark an "X" on any punctuation ignored

Miscue Accuracy vs.Total Acceptability:

Total Accuracy: recording ANY miscue
Total Acceptability: counting only those miscues that distort meaning
*The QRI Manual recommends total accuracy; however, you and/or your grade level can make your own decision.

Special Miscue Considerations:

1. Repeated Miscues – If students make the same miscue on a word several times in the passage and it does not change the meaning of the passage, the teacher should **count it as one miscue**, example: "pup" for "puppy" or "car" for "automobile." If the deviations change the meaning of the passage, **count each deviation as a miscue**, example: "poppy" for "puppy" or "please" for "planes." If students pronounce a word identically several times and then change to another pronunciation, **count each mispronunciation as a miscue**.

2. Proper Names – If students pronounce a proper name as a nonsense name or by another name and repeatedly call the character by that name, the teacher should **count it as one miscue**. If students change the name each time they encounter the same name, **count each deviation as a miscue**.

3. Insertions – If students insert words that are not in the text, **count each insertion as a miscue**.

4. Omissions – Count each omission as a miscue. If the student skips an entire line of text, count it as one miscue.

Criteria for Reading Comprehension Level

Five Questions:	Independent level:	5 correct
	Instructional level	4 correct
	Frustration level	0-3 correct
Six Questions:	Independent level	6 correct
	Instruction level	4-5 correct
	Frustration level	0-3 correct
Eight Questions:	Independent level	8 correct
	Instruction level	6-7 correct
	Frustration level	0-5 correct
Ten Questions:	Independent level	9-10 correct
	Instruction level	7-8 correct
	Frustration level	0-6 correct

Accuracy Level + Comprehension Level = Reading Level		
Independent	Independent	Independent
Independent	Instructional	Instructional
Independent	Frustration	Frustration
Instructional	Independent	Instructional
Instructional	Instructional	Instructional
Instructional	Frustration	Frustration
Frustration	Independent	Instructional
Frustration	Instructional	Frustration