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 4mth

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

We had rats in our attic. They scampered over the rafters, making
1. noses   2. gawed
little scratching noises. They gnawed at things, making little
3. scrapped
scraping noises. And they leapt about, making scuttling, thumping noises.
4. __
I didn't mind the rats, but mum hated them.

"Derek you must do something about those rats," she said to Dad.
5. sh--shudder
"You really must." "I will, dear, I will," Dad said. He shuddered a
6. the
little, and continued reading his paper and eating his toast. Mum
7. signed   taps/SC
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,
8. touch
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
9. bit
you?"   "They wouldn't bite me," I said.   "No!" Mum's finger waved
say / SC
my way. "You stay down from there!   And tell Jeff and Sarah to

stay down too▲Understand?"   I sighed, "Yes Mum," I said.   We
10. con--constrated
were all silent. Dad frowned and concentrated on his paper. There

was a patter-patter across the attic, right above us.
11. cron--crontrol
"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)	
12.	M	(V)	
13.	M	V	
14.	M	V	
15.	M	V	
16.	M	V	
17.	M	V	
18.	M	V	
19.	M	V	
20.	M	V	S

97%

94%

Instructional Level

Analysis of self corrections
Circle cues used during
miscue   self correction

	miscue	self correction
1.	M (V) S	(M) V S
2.	M (V) S	(M) V S
3.	M V S	M V S
4.	M V S	M V S
5.	M V S	M V S
6.	M V S	M V S
7.	M V S	M V S
8.	M V S	M V S
9.	M V S	M V S
10.	M V S	M V S

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.

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 (75%)
Retelling Pass 50%	**44%**	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?
Comprehension Pass 75%	**80%**	Retelling superficial with poor sequence. Practise with small chunks ... Develop inferential comprehension in with small group discussion.

Recommended Instructional Reading Age :   **10 - 11**

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.

LITERAL 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.

	Retell	
1.	There were rats in the attic	1
2.	They made all sorts of noises	
3.	The boy in the story didn't mind	
4.	His Mum hated them	
5.	His Mum asked Dad to do something about the rats	5
6.	Dad said he would	6
7.	But he kept on reading his paper and eating his toast	
8.	The boy wanted his mother to get some traps	2
9.	He was going to set them up in the attic	3
10.	He thought it would be scary but fun	4
11.	Mum didn't want any of the kids going into the attic	
12.	She was worried that they might get bitten by the rats	
13.	The family heard the rats again	
14.	Mum had had enough	7
15.	Mum rang up a pest controller	
16.	That evening a strange man came to the door	8
17.	He had wild black hair and a bushy beard	
18.	His eyes bulged and 2 of his teeth were missing	

RETELL TOTAL
(PASS 50% = 9)   8/18 = 44%

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.

	Questions	
1.	What was the problem at the beginning of the story?	✓
2.	How could they tell there were rats?	☑
3.	Was the storyteller worried about having rats in the attic?	☑
4.	What did the storyteller's mum think about having rats in the attic?	☑
5.	What was the first thing she did about the rats?	☑
6.	What was Dad's response?	☑
7.	What did Dad actually do?	☒
8.	What did the storyteller suggest his mother should do?	☑
9.	What was the storyteller going to do with the traps?	☑
10.	How did the storyteller feel about setting the traps?	☑
11.	How did the storyteller's mother feel about his plan?	☑
12.	What was the storyteller's mum worried about?	☑
13.	What happened next that forced Mum into action?	☒
14.	Why did she decide to do something?	☑
15.	What did Mum do about the situation?	☑
16.	What happened that evening?	☑
17.	Describe the man who came to their door?	☑
18.	What else can you remember about the man?	☑

INFERENTIAL COMPREHENSION

19.	Why did Mum call the pest controller *She was frustrated with Dad. Didn't think he would do anything.*	☒
20.	Why didn't Dad do something about the rats? *He shuddered at the thought. He didn't like rats.*	☒

COMPREHENSION
TOTAL (PASS 75% = 15)   16/20 = 80%