

Index of Reading Awareness

Administration and Scoring

Because of its multiple-choice format, the Index of Reading Awareness may be administered in a group setting. If significant decoding deficits are suspected, it may be wise to read each item aloud to the students (both stem and choices).

The instrument comprises four subtests of five items each. These are Evaluation, Planning, Regulation, and Conditional Knowledge. Each student earns a score for each of these subtests. No composite score is computed. The subtest scores are computed by using the following key. The response to each item receives 0, 1, or 2 points. The subtest score is simply the sum of these points for the five items of that subtest.

Once the subtest scores are determined, the following scale can be used to interpret them:

Subtest score	Interpretation
8-10	No significant weakness.
6-7	Some instructional support needed.
0-5	Serious need for instruction in this area.

Name _____

1. What is the hardest part about reading for you?
 - a. Sounding out the hard words.
 - b. When you don't understand the story.
 - c. Nothing is hard about reading for you.
2. What would help you become a better reader?
 - a. If more people would help you when you read.
 - b. Reading easier books with shorter words.
 - c. Checking to make sure you understand what you read.
3. What is special about the first sentence or two in a story?
 - a. They always begin with "Once upon a time . . ."
 - b. The first sentences are the most interesting.
 - c. They often tell what the story is about.
4. How are the last sentences of a story special?
 - a. They are the exciting action sentences.
 - b. They tell you what happened.
 - c. They are harder to read.

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5. How can you tell which sentences are the most important ones in a story?
 - a. They're the ones that tell the most about the characters and what happens.
 - b. They're the most interesting ones.
 - c. All of them are important.
6. If you could only read some of the sentences in the story because you were in a hurry, which ones would you read?
 - a. Read the sentences in the middle of the story.
 - b. Read the sentences that tell you the most about the story.
 - c. Read the interesting, exciting sentences.
7. When you tell other people about what you read, what do you tell them?
 - a. What happened in the story.
 - b. The number of pages in the book.
 - c. Who the characters are.
8. If the teacher told you to read a story to remember the general meaning, what would you do?
 - a. Skim through the story to find the main parts.
 - b. Read all of the story and try to remember everything.
 - c. Read the story and remember all of the words.
9. Before you start to read, what kind of plans do you make to help you read better?
 - a. You don't make any plans. You just start reading.
 - b. You choose a comfortable place.
 - c. You think about why you are reading.
10. If you had to read very fast and could only read some words, which ones would you try to read?
 - a. Read the new vocabulary words because they are important.
 - b. Read the words that you could pronounce.
 - c. Read the words that tell the most about the story.
11. What things do you read faster than others?
 - a. Books that are easy to read.
 - b. When you've read the story before.
 - c. Books that have a lot of pictures.
12. Why do you go back and read things over again?
 - a. Because it is good practice.
 - b. Because you didn't understand it.
 - c. Because you forgot some words.

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Index of Reading Awareness (page 3 of 6)

13. What do you do if you come to a word and you don't know what it means?
 - a. Use the words around it to figure it out.
 - b. Ask someone else.
 - c. Go on to the next word.
14. What do you do if you don't know what a whole sentence means?
 - a. Read it again.
 - b. Sound out all the words.
 - c. Think about the other sentences in the paragraph.
15. What parts of the story do you skip as you read?
 - a. The hard words and parts you don't understand.
 - b. The unimportant parts that don't mean anything for the story.
 - c. You never skip anything.
16. If you are reading a story for fun, what would you do?
 - a. Look at the pictures to get the meaning.
 - b. Read the story as fast as you can.
 - c. Imagine the story like a movie in your mind.
17. If you are reading for science or social studies, what would you do to remember the information?
 - a. Ask yourself questions about the important ideas.
 - b. Skip the parts you don't understand.
 - c. Concentrate and try hard to remember it.
18. If you are reading for a test, which would help the most?
 - a. Read the story as many times as possible.
 - b. Talk about it with somebody to make sure you understand it.
 - c. Say the sentences over and over.
19. If you are reading a library book to write a report, which would help you the most?
 - a. Sound out words you don't know.
 - b. Write it down in your own words.
 - c. Skip the parts you don't understand.
20. Which of these is the best way to remember a story?
 - a. Say every word over and over.
 - b. Think about remembering it.
 - c. Write it down in your own words.

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SCORING GUIDE

EVALUATION

1. What is the hardest part about reading for you?
 - 1 a. Sounding out the hard words.
 - 2 b. When you don't understand the story.
 - 0 c. Nothing is hard about reading for you.

2. What would help you become a better reader?
 - 1 a. If more people would help you when you read.
 - 0 b. Reading easier books with shorter words.
 - 2 c. Checking to make sure you understand what you read.

3. What is special about the first sentence or two in a story?
 - 1 a. They always begin with "Once upon a time . . ."
 - 0 b. The first sentences are the most interesting.
 - 2 c. They often tell what the story is about.

4. How are the last sentences of a story special?
 - 1 a. They are the exciting action sentences.
 - 2 b. They tell you what happened.
 - 0 c. They are harder to read.

5. How can you tell which sentences are the most important ones in a story?
 - 2 a. They're the ones that tell the most about the characters and what happens.
 - 1 b. They're the most interesting ones.
 - 0 c. All of them are important.

PLANNING

6. If you could only read some of the sentences in the story because you were in a hurry, which ones would you read?
 - 0 a. Read the sentences in the middle of the story.
 - 2 b. Read the sentences that tell you the most about the story.
 - 1 c. Read the interesting, exciting sentences.

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Index of Reading Awareness (page 5 of 6)

- 7. When you tell other people about what you read, what do you tell them?
 - 2 a. What happened in the story.
 - 0 b. The number of pages in the book.
 - 1 c. Who the characters are.

- 8. If the teacher told you to read a story to remember the general meaning, what would you do?
 - 2 a. Skim through the story to find the main parts.
 - 1 b. Read all of the story and try to remember everything.
 - 0 c. Read the story and remember all of the words.

- 9. Before you start to read, what kind of plans do you make to help you read better?
 - 0 a. You don't make any plans. You just start reading.
 - 1 b. You choose a comfortable place.
 - 2 c. You think about why you are reading.

- 10. If you had to read very fast and could only read some words, which ones would you try to read?
 - 1 a. Read the new vocabulary words because they are important.
 - 0 b. Read the words that you could pronounce.
 - 2 c. Read the words that tell the most about the story.

REGULATION

- 11. What things do you read faster than others?
 - 1 a. Books that are easy to read.
 - 2 b. When you've read the story before.
 - 0 c. Books that have a lot of pictures.

- 12. Why do you go back and read things over again?
 - 1 a. Because it is good practice.
 - 2 b. Because you didn't understand it.
 - 0 c. Because you forgot some words.

- 13. What do you do if you come to a word and you don't know what it means?
 - 2 a. Use the words around it to figure it out.
 - 1 b. Ask someone else.
 - 0 c. Go on to the next word.

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Index of Reading Awareness (page 6 of 6)

14. What do you do if you don't know what a whole sentence means?
- 1 a. Read it again.
- 0 b. Sound out all the words.
- 2 c. Think about the other sentences in the paragraph.
15. What parts of the story do you skip as you read?
- 1 a. The hard words and parts you don't understand.
- 2 b. The unimportant parts that don't mean anything for the story.
- 0 c. You never skip anything.

CONDITIONAL KNOWLEDGE

16. If you are reading a story for fun, what would you do?
- 1 a. Look at the pictures to get the meaning.
- 0 b. Read the story as fast as you can.
- 2 c. Imagine the story like a movie in your mind.
17. If you are reading for science or social studies, what would you do to remember the information?
- 2 a. Ask yourself questions about the important ideas.
- 0 b. Skip the parts you don't understand.
- 1 c. Concentrate and try hard to remember it.
18. If you are reading for a test, which would help the most?
- 1 a. Read the story as many times as possible.
- 2 b. Talk about it with somebody to make sure you understand it.
- 0 c. Say the sentences over and over.
19. If you are reading a library book to write a report, which would help you the most?
- 1 a. Sound out words you don't know.
- 2 b. Write it down in your own words.
- 0 c. Skip the parts you don't understand.
20. Which of these is the best way to remember a story?
- 0 a. Say every word over and over.
- 1 b. Think about remembering it.
- 2 c. Write it down in your own words.