

University of Utah Reading Clinic
EARLY READING INVENTORY (ERI)
SUMMARY OF STUDENT'S PERFORMANCE

Student _____ Grade _____ Date _____

School _____ Examiner _____

Tutor _____ Receiving _____ Number of _____
SPED Services? _____ Sessions (at Exit) _____

ERI PROCEDURE

Give student the four letter/sound tasks.

IF the student scores less than 16 on Lower Case Name Recognition,
Early StepsSM is not recommended.

IF the student scores 16 or better on Lower Case Name Recognition,
give the student the Developmental Spelling task and the Baby Bear passage.

LETTER/SOUND ASSESSMENT

Upper Case Naming (/26)	Lower Case Naming (/26)	Letter Sounds (/26)	Production (/26)

DSA
Spelling
Score

=>

Word Study Level

Criteria

Picture Sorts

DSA score ≤12

Onset - Vowel

DSA score 13 – 28

Mixed Shorts

DSA score ≥29

	ORAL READING		
	ACC. (%)	RATE (WPM)	COMP (%)
G1-Oct (Baby Bear)			
G1-Mar (Mouse Tales)			
G1-End (Frog & Toad)			

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Text Level	Criteria
Early StepsSM 1 - 2	< 60% G1-Oct acc.
Early StepsSM 3 - 4	60 - 84% G1-Oct acc. OR < 20 G1-Oct wpm
Early StepsSM 5 - 6 (= Oct G1 or higher)	≥ 85% G1-Oct acc. AND ≥ 20 G1-Oct wpm
Early StepsSM 7 - 8	≥ 90% G1-Oct acc. AND ≥ 25 G1-Oct wpm
Early StepsSM 9 - 10	≥ 90% G1-Mar acc. AND ≥ 30 G1-Mar wpm
Early StepsSM 11 - 12	≥ 90% G1-End acc. AND ≥ 40 G1-End wpm

INSTRUCTIONAL READING LEVELS

Text Level		W.S. Level	
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NOTE: Administrators of this instrument are required to purchase the following books:

Morris, D., & Slavin, R. E. (2003). *Every child reading*. Boston: Allyn and Bacon (ISBN: 0-321-08763-1)
 Lobell, A. (1972). *Mouse Tales*. New York: HarperCollins (ISBN: 0-06-444013-3)
 Lobell, A. (1979). *Days with Frog and Toad*. New York: HarperCollins (ISBN: 0-06-444058-3)
 Randall, B. (1994). *Baby bear goes fishing*. Barrington, IL: Rigby PM (ISBN: 9781418901806)

University of Utah Reading Clinic
EARLY READING INVENTORY (ERI) / LETTER/SOUND ASSESSMENT (LSA)
Individual Letter/Sound Score Sheet

UPPER CASE NAME RECOGNITION	A F P W K Z B C H O J U Y M D L Q N S X I G R E V T	#Correct _____/26
LOWER CASE NAME RECOGNITION (Target: 16 or more correct)	a f p w k z b c h o j u y m d l q n s x i g r e v t	#Correct _____/26
LOWER CASE SOUND RECOGNITION	m y u j o h c b z k w p f a t v e r g i x s n q l d	#Correct _____/26
LETTER PRODUCTION	A F P W K Z B C H O J U Y M D L Q N S X I G R E V T	#Correct _____/26

Recognition:_____

Procedures: Student points to and names letters as arranged.

Prompt for short vowel & "c" sound: "**Can you tell me another sound for that letter?**"

Scoring: Vowels sounds are only correct for short-vowel sound.

"C" is to be /k/. "G" is to be /g/ as in "gate".

All reversals count as errors.

Self-corrections & Hesitations: coded, but **not** errors

Production:_____

Procedures: Educator dictates letter names as arranged on stimuli sheet.

Student writes capital **or** lowercase.

Scoring: **Left-right reversal counts correct (b-d)**

Up-down reversal counts as error (p-d).

Self-corrections & Hesitations: coded, but **not** errors

University of Utah Reading Clinic
EARLY READING INVENTORY (ERI)
Individual Developmental Spelling Score Sheet

Procedure: [Educator models spelling with sample word *mat*.] **“We are going to write the word, *mat*. The cat sat on a *mat*. *Mat*. What’s the word?** (The educator reprompts if the correct word is not given.) **What letter should I write down first?”** (The educator offers praise for the correct response, *m*, and writes the letter down – if the student gives the wrong letter or fails to respond, the educator still writes the letter *m* on the paper). **“‘M’ is the first letter in *mat*. What letter should we write down next?”** (and so on). [Note: DO NOT “sound out” for the student during the sample spelling.]

Educator hands the pencil to the student and says: **“Now, I’m going to say some more words, and I want you to try to write them. Remember, for each word; think what letter comes first, what comes next, and so on. Okay, the first word is *back*. This is your back. Back. What’s the word?”** The educator dictates the rest of the spelling words, pronouncing words clearly: Educator does not exaggerate or elongate the sounds in the words. Student attempts to spell each word independently. Educator observes spelling and copies words in Upper Case in scoring grid. Educator may ask student to identify letters that are unreadable.

[Note: If student fails to provide at least the initial consonant on the sample word and each of the first two test words, educator may discontinue this subtest.]

Scoring: One point is given for each phoneme (up to three) represented with an appropriate letter. The 4th point is item dependent. A 5th point is given for a correct spelling. Phonemes written out of order are not awarded points. Extra letters are not a point deduction.

		Student Spelling	SCORES FOR SAMPLE SPELLINGS					Stdnt. Score
			1 Point	2 Points	3 Points	4 Points	5 Points	
1	BACK <i>This is your back.</i>		B	BA, BK, BC, BAE, BIC, BOC	BAK, BAC, BAKE	BACKE	BACK	
2	FEET <i>Those are your feet.</i>		V, F, FA	FT, FIT, FE	FET	FEAT, FETE	FEET	
3	STEP <i>Watch your step.</i>		S, C	SP, ST, CP, SA, SE	SAP, SEP, CAP, STP, STIP	STAP, CTEP, STEPE	STEP	
4	JUMP <i>I can hop and jump.</i>		J, G, P	JP, GP, JO, GU, JPM	JOP, GOP, JUP, GUP, JMP	JOMP, GUMP	JUMP	
5	ROAD <i>The car went down the road.</i>		R, W, RT	RD, RO, WD	ROD, WOD	ROED, RODE, ROID, ROED	ROAD	
6	PICKING <i>I am picking up the book.</i>		P, PO	PK, PC, PE, PG, PN, PNE	PEC, PEK, PIK, PEN, PKN, PECE, PEKN, PECN	PIKIG, PICEN, PIKING, PEKING, PECKING	PICKING	
7	SIDE <i>I am sitting by your side.</i>		S, C	SD, SED, SD, CD	SID, CID, SOD, SAD, SODE, SADE	SIED, SIAD	SIDE	
8	GRINNED <i>I was so happy I grinned.</i>		G	GD, GN	GIN, RIN, GRIN, GEN, GNDE	GIND, GRINED, GRIND	GRINNED	
TOTAL POINTS								

Level: G1-Oct
(Form F – Field Version)

From Beverley Randell's, *Baby Bear Goes Fishing*. Copyright 1996, Rigby.

Echo read (with pointing) title and title page.
Open to page 3. Echo read first sentence.

"I'm going fishing," said Father Bear.

Start timer.

*/ "I like fishing, too," said Baby Bear.

"I will go with you and help you." /%

If student makes 6 or more errors after timer starts, STOP [See scoring table for accuracy and rate. Score N/A for comp].

Otherwise, continue.

Good job. Keep going.

"You are too little to go fishing," said Mother Bear. "I am not too little," said Baby Bear. "I'm big."

Father Bear and Baby Bear went down to the river. "Come here, fish," said Baby /#

If student makes 10 or more total errors after timer starts, STOP [and use 50-Word-Only chart. Score N/A for comp]. Otherwise, continue.

Good job. Keep going.

Bear.

"The fish are not coming today," said Father Bear. Baby Bear went on fishing.

"Look!" shouted Baby Bear. "Fish! Fish! Look at my fish!"

Father Bear and Baby Bear went home with the fish. "Look at my fish!" said Baby Bear. "I'm not too little to go fishing."

"I'm /* not too little," said Baby Bear.

Comprehension Questions (ONLY ASK IF THE WHOLE STORY IS READ):

1. What did Baby Bear want to do? (*He wanted to go fishing or He wanted to catch a fish.*)

2. Why didn't Mother Bear want Baby Bear to go fishing? (*Because he is too little.*)

3. Who caught the fish? (*Baby Bear*)

Errors: _____

Self-Corrections: _____ (not counted as errors)

Accuracy: _____%

Time: _____min. _____sec.

Rate: _____wpm

Comprehension: _____%

Student Read ONLY p.1 Scoring Table			
Time from */ to /%	WPM	# Errors from */ to /%	%
27 sec	33	6	60
28 sec	32	7	53
29 sec	31	8	47
30 sec	30	9	40
31 sec	29	10	33
32 sec	28	11	27
33 sec	27	12	20
34 – 35 sec	26	13	13
36 sec	25	14	7
37 – 38 sec	24	15	0
39 – 40 sec	23		
41 sec	22		
42 – 43 sec	21		
44 – 46 sec	20		
47 – 48 sec	19		
49 – 51 sec	18		
52 – 54 sec	17		
55 – 58 sec	16		
59 – 62 sec	15		
1 m 3 s – 1 m 6 s	14		
1 m 7 s – 1 m 12 s	13		
1 m 13 s – 1 m 18 s	12		
1 m 19 sec – 1 m 25 s	11		
1 m 26 sec – 1 m 34 s	10		
1 m 35 sec – 1 m 45 s	9		
1 m 46 s - 2 min	8		

Score 50-word section (* / to /#) using 50-Word-Only chart

Score 100-word section (* / to /*) using standard conversion chart

Continue Criteria	
Errors	≤ 10
	AND
Time	≤ 3:23

Level – G1-Mar
(Form A - Primary)

From Arnold Lobel's *Mouse Tales*, pp 18-23.
Copyright 1972 by Arnold Lobel. Used by
permission of HarperCollins Publishers.

Initial Prompt: *Read this story about a mouse
and his mother who look at clouds.*

“Look!” said Mother. “We can see
pictures in the clouds.” The little mouse and his
mother saw many pictures in the clouds. They
saw a castle...a rabbit....a mouse.

“I am going to pick flowers,” said
Mother. “I will stay here and watch the clouds,”
said the little mouse.

The little mouse saw a big cloud in the
sky. It grew bigger and bigger. The cloud
became a cat. The cat came nearer and nearer to
the little mouse. “Help!” shouted the little
mouse, and he ran to his mother.

“There is a big cat in the sky!” cried /*
the little mouse. “I am afraid!” Mother looked
up at the sky. “Do not be afraid,” she said. “See,
the cat has turned back into a cloud again.”

*Slash(/) indicates completion of 100 words. Oral reading
accuracy score derived from this 100-word sample. Student
must complete passage for comprehension questions that follow.

Comprehension Questions:

1. What were the little mouse and his mother
doing at the beginning of the story? (*They
were looking at clouds.*)
2. What pictures did they see in the clouds? (*A
castle; a rabbit; a mouse; a cat*) (Need 2 for
credit)
3. Why did the little mouse shout, “Help”? (*He
was scared by the cloud that looked like a
cat.*)

Errors: _____

Self-Corrections: _____ (not counted as errors)

Accuracy: _____%

Time: _____min. _____ sec.

Rate: _____ wpm

Comprehension: _____%

Instructional Criteria:	Go Back	Continue
Errors	≥ 11	≤ 10
	OR	AND
Time	≥ 3:23	≤ 3:23

Level – G1-End
(Form A - Primary)

From Arnold Lobel's *Days with Frog and Toad*, pp 52-55. Copyright 1979 by Arnold Lobel. Used by permission of HarperCollins Publishers.

Initial Prompt: *Find out what happens when Frog wants to be alone.*

Toad went to Frog's house. He found a note on the door. The note said, "Dear Toad, I am not at home. I went out. I want to be alone."

"Alone?" said Toad. "Frog has me for a friend. Why does he want to be alone?"

Toad looked through the windows. He looked in the garden. He did not see Frog.

Toad went to the woods. Frog was not there. He went to the meadow. Frog was not there. Toad went down to the river. There was Frog. He was sitting on an island by himself.

"Poor Frog," said Toad. /* "He must be very sad. I will cheer him up.

*Slash(/) indicates completion of 100 words. Oral reading accuracy score derived from this 100-word sample. Student must complete passage for comprehension questions that follow.

Comprehension Questions:

1. At the beginning of the story, what did Toad find at Frog's house? (*A note*)
2. Tell me two places that Toad looked for Frog. (*Frog's house/window, the garden, the woods, the meadow, the river*)
3. When Toad found Frog, what did Toad decide to do? (*Cheer him up*)

Errors: _____

Self-Corrections: _____ (not counted as errors)

Accuracy: _____ %

Time: _____ min. _____ sec.

Rate: _____ wpm

Comprehension: _____ %

Instructional Criteria:	Go Back	Continue
Errors	≥ 11	≤ 10
	OR	AND
Time	$\geq 2:31$	$\leq 2:31$

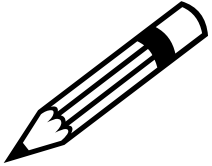
A	F	P	W	K	Z
B	C	H	O	J	
U	Y	M	D	L	
Q	N	S	X	I	
G	R	E	V	T	

a	f	p	w	k	z
b	c	h	o	j	
u	y	m	d	l	
q	n	s	x	i	
g	r	e	v	t	

m	y	u	j	o	h
c	b	z	k	w	
p	f	a	t	v	
e	r	g	i	x	
s	n	q	l	d	

Name _____

ERI/LSA Letter Production
Student Sheet



Name _____

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

Accuracy %		
# of Errors	# Correct	Percentage
0	100	100%
1	99	99%
2	98	98%
3	97	97%
4	96	96%
5	95	95%
6	94	94%
7	93	93%
8	92	92%
9	91	91%
10	90	90%
11	89	89%
12	88	88%
13	87	87%
14	86	86%
15	85	85%
16	84	84%
17	83	83%
18	82	82%
19	81	81%
20	80	80%
21	79	79%
22	78	78%
23	77	77%
24	76	76%
25	75	75%
26	74	74%
27	73	73%
28	72	72%
29	71	71%
30	70	70%
31	69	69%
32	68	68%
33	67	67%
34	66	66%
35	65	65%

Comprehension % (3 questions)		
# of Errors	# Correct	Percentage
0	3	100%
1	2	67%
2	1	33%
3	0	0%

Comprehension % (5 questions)		
# of Errors	# Correct	Percentage
0	5	100%
1	4	80%
2	3	60%
3	2	40%
4	1	20%
5	0	0%

READING RATE (for 100 words)

Time Taken	WPM	Time Taken	WPM	Time Taken	WPM
30 sec	200	1 min	100	2 min 7 sec - 2 min 9 sec	47
31 sec	194	1 min 1 sec	98	2 min 10 sec - 2 min 11 sec	46
32 sec	188	1 min 2 sec	97	2 min 12 sec - 2 min 14 sec	45
33 sec	182	1 min 3 sec	95	2 min 15 sec - 2 min 17 sec	44
34 sec	176	1 min 4 sec	94	2 min 18 sec - 2 min 21 sec	43
35 sec	171	1 min 5 sec	92	2 min 22 sec - 2 min 24 sec	42
36 sec	167	1 min 6 sec	91	2 min 25 sec - 2 min 28 sec	41
37 sec	162	1 min 7 sec	90	2 min 29 sec - 2 min 31 sec	40
38 sec	158	1 min 8 sec	88	2 min 32 sec - 2 min 35 sec	39
39 sec	154	1 min 9 sec	87	2 min 36 sec - 2 min 40 sec	38
40 sec	150	1 min 10 sec	86	2 min 41 sec - 2 min 44 sec	37
41 sec	146	1 min 11 sec	85	2 min 45 sec - 2 min 49 sec	36
42 sec	143	1 min 12 sec	83	2 min 50 sec - 2 min 53 sec	35
43 sec	140	1 min 13 sec	82	2 min 54 sec - 2 min 59 sec	34
44 sec	136	1 min 14 sec	81	3 min - 3 min 4 sec	33
45 sec	133	1 min 15 sec	80	3 min 5 sec - 3 min 10 sec	32
46 sec	130	1 min 16 sec	79	3 min 11 sec - 3 min 16 sec	31
47 sec	128	1 min 17 sec	78	3 min 17 sec - 3 min 23 sec	30
48 sec	125	1 min 18 sec	77	3 min 24 sec - 3 min 30 sec	29
49 sec	122	1 min 19 sec	76	3 min 31 sec - 3 min 38 sec	28
50 sec	120	1 min 20 sec	75	3 min 39 sec - 3 min 46 sec	27
51 sec	118	1 min 21 sec	74	3 min 47 sec - 3 min 55 sec	26
52 sec	115	1 min 22 sec	73	3 min 56 sec - 4 min 4 sec	25
53 sec	113	1 min 23 sec	72	4 min 5 sec - 4 min 15 sec	24
54 sec	111	1 min 24 sec - 1 min 25 sec	71	4 min 16 sec - 4 min 26 sec	23
55 sec	109	1 min 26 sec	70	4 min 27 sec - 4 min 39 sec	22
56 sec	107	1 min 27 sec	69	4 min 40 sec - 4 min 52 sec	21
57 sec	105	1 min 28 sec	68	4 min 53 sec - 5 min 7 sec	20
58 sec	103	1 min 29 sec - 1 min 30 sec	67	5 min 8 sec - 5 min 24 sec	19
59 sec	102	1 min 31 sec	66	5 min 25 sec - 5 min 42 sec	18
		1 min 32 sec - 1 min 33 sec	65	5 min 43 sec - 6 min 3 sec	17
		1 min 34 sec	64	6 min 4 sec - 6 min 27 sec	16
		1 min 35 sec - 1 min 36 sec	63	6 min 28 sec - 6 min 53 sec	15
		1 min 37 sec	62	6 min 54 sec - 7 min 24 sec	14
		1 min 38 sec - 1 min 39 sec	61	7 min 25 sec - 8 min	13
		1 min 40 sec	60	8 min 1 sec - 8 min 41 sec	12
		1 min 41 sec - 1 min 42 sec	59	8 min 42 sec - 9 min 31 sec	11
		1 min 43 sec - 1 min 44 sec	58	9 min 32 sec - 10 min 31 sec	10
		1 min 45 sec - 1 min 46 sec	57	10 min 32 sec - 11 min 45 sec	9
		1 min 47 sec - 1 min 48 sec	56	11 min 46 sec - 13 min 20 sec	8
		1 min 49 sec - 1 min 50 sec	55	13 min 21 sec - 15 min 23 sec	7
		1 min 51 sec - 1 min 52 sec	54	15 min 24 sec - 18 min 10 sec	6
		1 min 53 sec - 1 min 54 sec	53	18 min 11 sec - 22 min 13 sec	5
		1 min 55 sec - 1 min 56 sec	52	22 min 14 sec - 28 min 34 sec	4
		1 min 57 sec - 1 min 58 sec	51	28 min 35 sec - 40 min	3
		1 min 59 sec - 2 min 1 sec	50	40 min 1 sec - 1 hr 6 min 40 sec	2
		2 min 2 sec - 2 min 3 sec	49	1 hr 6 min 41 sec - 3 hr 20 min	1
		2 min 4 sec - 2 min 6 sec	48	> 3 hr 20 min	0

READING RATE (for 50 words)

<u>Time Taken</u>	<u>WPM</u>	<u>Time Taken</u>	<u>WPM</u>	<u>Time Taken</u>	<u>WPM</u>
10 sec	300	40 sec	75	1 min 15 sec	40
11 sec	273	41 sec	73	1 min 16 sec - 1 min 17 sec	39
12 sec	250	42 sec	71	1 min 18 sec - 1 min 20 sec	38
13 sec	231	43 sec	70	1 min 21 sec - 1 min 22 sec	37
14 sec	214	44 sec	68	1 min 23 sec - 1 min 24 sec	36
15 sec	200	45 sec	67	1 min 25 sec - 1 min 26 sec	35
16 sec	188	46 sec	65	1 min 27 sec - 1 min 29 sec	34
17 sec	176	47 sec	64	1 min 30 sec - 1 min 32 sec	33
18 sec	167	48 sec	63	1 min 33 sec - 1 min 35 sec	32
19 sec	158	49 sec	61	1 min 36 sec - 1 min 38 sec	31
20 sec	150	50 sec	60	1 min 39 sec - 1 min 41 sec	30
21 sec	143	51 sec	59	1 min 42 sec - 1 min 45 sec	29
22 sec	136	52 sec	58	1 min 46 sec - 1 min 49 sec	28
23 sec	130	53 sec	57	1 min 50 sec - 1 min 53 sec	27
24 sec	125	54 sec	56	1 min 54 sec - 1 min 57 sec	26
25 sec	120	55 sec	55	1 min 58 sec - 2 min 2 sec	25
26 sec	115	56 sec	54	2 min 3 sec - 2 min 7 sec	24
27 sec	111	57 sec	53	2 min 8 sec - 2 min 13 sec	23
28 sec	107	58 sec	52	2 min 14 sec - 2 min 19 sec	22
29 sec	103	59 sec	51	2 min 20 sec - 2 min 26 sec	21
30 sec	100	1 min	50	2 min 27 sec - 2 min 33 sec	20
31 sec	97	1 min 1 sec	49	2 min 34 sec - 2 min 42 sec	19
32 sec	94	1 min 2 sec - 1 min 3 sec	48	2 min 43 sec - 2 min 51 sec	18
33 sec	91	1 min 4 sec	47	2 min 52 sec - 3 min 1 sec	17
34 sec	88	1 min 5 sec	46	3 min 2 sec - 3 min 13 sec	16
35 sec	86	1 min 6 sec - 1 min 7 sec	45	3 min 14 sec - 3 min 26 sec	15
36 sec	83	1 min 8 sec	44	3 min 27 sec - 3 min 42 sec	14
37 sec	81	1 min 9 sec - 1 min 10 sec	43	3 min 43 sec - 4 min	13
38 sec	79	1 min 11 sec - 1 min 12 sec	42	> 4 min	< 13
39 sec	77	1 min 13 sec - 1 min 14 sec	41		

<u>Accuracy %</u>		
<u># of Errors</u>	<u># Correct</u>	<u>Percentage</u>
0	50	100%
1	49	98%
2	48	96%
3	47	94%
4	46	92%
5	45	90%
6	44	88%
7	43	86%
8	42	84%
9	41	82%
10	40	80%
11	39	78%
12	38	76%
13	37	74%
14	36	72%
15	35	70%
16	34	68%
17	33	66%
18	32	64%
19	31	62%
20	30	60%
21	29	58%
22	28	56%

For 50-Word Selection ONLY

UURC Fluency Criteria -- Reading Level Assessment (RLA) p.1

Passage Level	Placement Acc. (%)	Placement Rate (WPM)	Independent Acc. (%)	Independent Rate (WPM)	Passage Used
G1-September	40	≥ 15 (N/A if Acc. < 60%)	40	≥ 15 (N/A if Acc. < 60%)	Baby Bear
G1-October	85	≥ 20	85	≥ 20	
G1-December	90	≥ 25	90	≥ 25	
G1-March	90	≥ 30	90	≥ 30	Mouse Tales p.
G1-End	90	≥ 40	90	≥ 50	Frog & Toad p.
G2-Mid (G2-Jan. for grads.)	90	≥ 60	93	≥ 65	Whiz
G2-End	90	≥ 80	96	≥ 90	
3E (G3-Early)	92	≥ 80	95	≥ 80	Mark & Boxer
3M (G3-Mid)	93	≥ 90	96	≥ 90	
3D (G3-End)	94	≥ 100	97	≥ 110	
4E (G4-Early)	93	≥ 95	96	≥ 95	Jody's Horse
4M (G4-Mid)	94	≥ 100	97	≥ 105	
4D (G4-End)	95	≥ 105	98	≥ 115	
5E (G5-Early)	95	≥ 110	98	≥ 125	
5M (G5-Mid)	96	≥ 115	98	≥ 127	
5D (G5-End)	97	≥ 120	99	≥ 130	

* Placement & Independent levels are the highest places where the student meets or exceeds accuracy and rate criteria.