

# INFORMAL PROSE INVENTORY

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Hilton Ayrey

sample eBook

# INFORMAL PROSE INVENTORY 1

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Noun Frequency Readability Scale *	PAT Reading Comp Levels**	Story Title	Equivalent Reading Age	Student Scripts Page Number	Recording Sheets Page Numbers
Below 2.8	Level 0	Snow Day	6 - 7	9	27 + 28
		The Big game	6 - 7	10	29 + 30
2.8 - 3.2	Level 1	A Clown called Smiler	7 - 8	11	31 + 32
		The Wet Teddy Bear	7 - 8	12	33 + 34
3.2 - 3.6	Level 2	Baby Tom	8 - 8½	13	35 + 36
		The Climber	8 - 8½	14	37 + 38
3.6 - 4.0	Level 3	The School Fair	8½ - 9	15	39 + 40
		The Big Wave	8½ - 9	16	41 + 42
4.0 - 4.4	Level 4	Jam Sandwiches	9 - 10	17	43 + 44
		Tama's Birthday Watch	9 - 10	18	45 + 46
4.4 - 4.8	Level 5	The Side Car	10 - 11	19	47 + 48
		Rats	10 - 11	20	49 + 50
4.8 - 5.2	Level 6	The Case of the Broken Window	11 - 12	21	51 + 52
		Mayday	11 - 12	22	53 + 54
5.2 - 5.6	Level 7	Dead Rat Live on Stage	12 - 13	23	55 + 56
		Stagehand	12 - 13	24	57 + 58
5.6 - 6.0	Level 8	Old Finchley	13 - 15	25	59 + 60
		Jungle Brothers	13 - 15	26	61 + 62

\*This scale is based on the average frequency of nouns in the reading material being rated. Each noun is classified on a 9-point scale, and the mean rating calculated to estimate the level of difficulty.  
 See W.B. Elley and A.C. Croft, *Assessing the Difficulty of Reading Materials : The Noun Frequency Method*, Wellington, NZCER, 1989

\*\* See Progress Achievement Test Reading Manual page 21

## Sample Recording sheets :

This example illustrates the recording conventions outlined on page 5 and the miscue analysis outlined on page 6.

Name : <b>John Smith</b>	Date : <b>22-4-2001</b>	Age : <b>9yrs 4mths</b>																																																																																
Title : <b>Rats</b>	Running words : <b>248</b>	Reading Age : <b>10-11</b>																																																																																
<p>We had rats in our attic. They scampered over the rafters, making  <small style="margin-left: 100px;">1. noses</small>      <small style="margin-left: 100px;">2. gawed</small>          little scratching noises. They gnawed at things, making little  <small style="margin-left: 10px;">3. scrapped</small>          scraping noises. And they leapt about, making scuttling, thumping noises.  <small style="margin-left: 10px;">4. —</small>          I didn't mind the rats, but mum hated them.</p> <p>"Derek you must do something about those rats," she said to Dad.  <small style="margin-left: 150px;">5. sh--shudder</small>          "You really must." "I will, dear, I will," Dad said. He shuddered a  <small style="margin-left: 100px;">6. the</small>          little, and continued reading his paper and eating his toast. Mum  <small style="margin-left: 10px;">7. signed</small>      <small style="margin-left: 100px;">taps/SC</small>          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,  <small style="margin-left: 10px;">8. touch</small>          a torch in one hand and a trap in the other. It would be scary.</p> <p>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  <small style="margin-left: 100px;">9. bit</small>          you?" "They wouldn't bite me," I said. "No!" Mum's finger waved  <small style="margin-left: 100px;">say / SC</small>          my way▲ "You stay down from there!" And tell Jeff and Sarah to stay down too. Understand?" I sighed. "Yes Mum," I said. We  <small style="margin-left: 100px;">10. con-constrated</small>          were all silent. Dad frowned and concentrated on his paper. There was a patter-patter across the attic, right above us.  <small style="margin-left: 150px;">11. cron-control</small>          "That does it!" said Mum. "I'm calling a pest controller."</p> <p>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.</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="font-size: small;">Analysis of uncorrected reading miscues</th> </tr> <tr> <th colspan="2" style="font-size: x-small;">Circle cues used during miscue</th> </tr> </thead> <tbody> <tr><td>1.</td><td>M (V) (S)</td></tr> <tr><td>2.</td><td>M (V) (S)</td></tr> <tr><td>3.</td><td>(M) (V) S</td></tr> <tr><td>4.</td><td>(M) V (S)</td></tr> <tr><td>5.</td><td>(M) (V) S</td></tr> <tr><td>6.</td><td>(M) V (S)</td></tr> <tr><td>7.</td><td>M (V) (S)</td></tr> <tr><td>8.</td><td>M (V) (S)</td></tr> <tr><td>9.</td><td>(M) (V) S</td></tr> <tr><td>10.</td><td>M (V) (S)</td></tr> <tr><td>11.</td><td>M (V) S</td></tr> <tr><td>12.</td><td>M (V) (S)</td></tr> <tr><td>13.</td><td>M V S</td></tr> <tr><td>14.</td><td>M V S</td></tr> <tr><td>15.</td><td>M V S</td></tr> <tr><td>16.</td><td>M V S</td></tr> <tr><td>17.</td><td>M V S</td></tr> <tr><td>18.</td><td>M V S</td></tr> <tr><td>19.</td><td>M V S</td></tr> <tr><td>20.</td><td>M V S</td></tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="font-size: small;">Analysis of self corrections</th> </tr> <tr> <th colspan="2" style="font-size: x-small;">Circle cues used during miscue</th> <th style="font-size: x-small;">self correction</th> </tr> </thead> <tbody> <tr><td>1.</td><td>M(V)S</td><td>(M) V S</td></tr> <tr><td>2.</td><td>M(V)S</td><td>(M) V S</td></tr> <tr><td>3.</td><td>M V S</td><td>M V S</td></tr> <tr><td>4.</td><td>M V S</td><td>M V S</td></tr> <tr><td>5.</td><td>M V S</td><td>M V S</td></tr> <tr><td>6.</td><td>M V S</td><td>M V S</td></tr> <tr><td>7.</td><td>M V S</td><td>M V S</td></tr> <tr><td>8.</td><td>M V S</td><td>M V S</td></tr> <tr><td>9.</td><td>M V S</td><td>M V S</td></tr> <tr><td>10.</td><td>M V S</td><td>M V S</td></tr> </tbody> </table>	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) S	12.	M (V) (S)	13.	M V S	14.	M V S	15.	M V S	16.	M V S	17.	M V S	18.	M V S	19.	M V S	20.	M V S	Analysis of self corrections			Circle cues used during 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
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Accuracy Pass 97%	<b>95.2%</b>	<p><u>Comments about reading behaviour :</u>      Self Correction Rate 1 : 6            Use of cues : Meaning = 5 /12 (42%)    Visual = 10/12 (83%)    Syntax = 8/12 (75%)</p> <p style="font-size: small;">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?</p> <p style="font-size: small;">Retelling superficial with poor sequence. Practise with small chunks of text. Develop inferential comprehension in with small group discussion.</p> <p style="font-size: 1.2em;">Recommended Instructional Reading Age : <b>10 - 11</b></p>																																																																																
Retelling Pass 50%	<b>44%</b>																																																																																	
Comprehension Pass 75%	<b>80%</b>																																																																																	

*Retelling the Story : Section A*

This gives information about student's understanding of story structure and their ability to remember story details in sequence.

*Comprehension Check : Section B*

The questions allow the tester to determine the level of understanding of the events that took place in the story with the aid of prompts.

LITERAL COMPREHENSION : "Rats"		Level 5	
Section A : Retell		Section B : Questions to check Comprehension	
<i>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.</i>		<i>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.</i>	
1. There were rats in the attic	<input checked="" type="checkbox"/> 1	1. What was the problem at the beginning of the story?	<input checked="" type="checkbox"/>
2. They made all sorts of noises	<input type="checkbox"/>	2. How could they tell there were rats?	<input checked="" type="checkbox"/>
3. The boy in the story didn't mind	<input type="checkbox"/>	3. Was the storyteller worried about having rats in the attic?	<input checked="" type="checkbox"/>
4. His Mum hated them	<input checked="" type="checkbox"/> 6	4. What did the storyteller's mum think about having rats in the attic?	<input checked="" type="checkbox"/>
5. His Mum asked Dad to do something about the rats	<input checked="" type="checkbox"/> 5	5. What was the first thing she did about the rats?	<input checked="" type="checkbox"/>
6. Dad said he would	<input type="checkbox"/>	6. What was Dad's response?	<input checked="" type="checkbox"/>
7. But he kept on reading his paper and eating his toast	<input type="checkbox"/>	7. What did Dad actually do?	<input type="checkbox"/>
8. The boy wanted his mother to get some traps	<input checked="" type="checkbox"/> 2	8. What did the storyteller suggest his mother should do?	<input checked="" type="checkbox"/>
9. He was going to set them up in the attic	<input checked="" type="checkbox"/> 3	9. What was the storyteller going to do with the traps?	<input checked="" type="checkbox"/>
10. He thought it would be scary but fun	<input type="checkbox"/>	10. How did the storyteller feel about setting the traps?	<input checked="" type="checkbox"/>
11. Mum didn't want any of the kids going into the attic	<input checked="" type="checkbox"/> 4	11. How did the storyteller's mother feel about his plan?	<input checked="" type="checkbox"/>
12. She was worried that they might get bitten by the rats	<input type="checkbox"/>	12. What was the storyteller's mum worried about?	<input checked="" type="checkbox"/>
13. The family heard the rats again	<input type="checkbox"/>	13. What happened next that forced Mum into action?	<input type="checkbox"/>
14. Mum had had enough	<input checked="" type="checkbox"/> 7	14. Why did she decide to do something?	<input checked="" type="checkbox"/>
15. Mum rang up a pest controller	<input type="checkbox"/>	15. What did Mum do about the situation?	<input checked="" type="checkbox"/>
16. That evening a strange man came to the door	<input checked="" type="checkbox"/> 8	16. What happened that evening?	<input checked="" type="checkbox"/>
17. He had wild black hair and a bushy beard	<input type="checkbox"/>	17. Describe the man who came to their door?	<input checked="" type="checkbox"/>
18. His eyes bulged and 2 of his teeth were missing	<input type="checkbox"/>	18. What else can you remember about the man?	<input checked="" type="checkbox"/>
<b>RETELL TOTAL</b> ( PASS 50% = 9)		<b>INFERENTIAL COMPREHENSION</b>	
<b>8/18 = 44%</b>		19. Why did Mum call the pest controller <i>She was frustrated with Dad. Didn't think he would do anything.</i>	<input type="checkbox"/>
		20. Why didn't Dad do something about the rats? <i>He shuddered at the thought. He didn't like rats.</i>	<input type="checkbox"/>
		<b>COMPREHENSION TOTAL (PASS 75% = 15)</b>	
		<b>16/20 = 80%</b>	