Frequently Asked Questions
Regarding the Basic Reading Inventory (BRI)

1. **What is the purpose of giving the BRI?**
   Research in the area of reading shows that many students begin to fall behind in reading in 4th grade when trying to make the transition between learning to read and reading to learn. Students begin to struggle with more difficult word meaning, word recognition, spelling and comprehension. This “slump” progresses through their middle years and into high school. It is very important that we diagnose reading difficulties at this crucial stage and intervene to help the students be successful when reading more difficult text.

2. **Who do we test further using the BRI?**
   **Elementary Schools** (Grades 4 & 5) – Teachers should assess the following students:
   - Any students who are a 410 or below on the previous year’s WASL. Teachers can use the Peninsula Assessment Database to access this data.
   - Any student who does not have a WASL score
   - Any student who a teacher has concerns about
   Please Note: The committee felt that students who were just above standard were still “on the bubble” as far as having secure skills to move into the more difficult text that is read at grades 4 and 5.

   **Middle Schools** – Teachers should assess the following students:
   - Students who are below standard (less than 400) on the previous year’s WASL. Teachers can use the Peninsula Assessment Database to access this data.
   - Any student who does not have a WASL score
   - Any Student who a teacher has concerns about
   Please Note: Due to the numbers of students at the middle school who may not have met standard due to motivational rather than reading issues, teachers at the middle school can give a large group silent reading BRI at grade level to further screen their students. Only students who perform below grade level on this screening could be further assessed with the BRI. Directions for this further screening are included in the Form E tab of the notebook.

3. **Who gives the assessment?**
   **Elementary Schools**
   The committee’s recommendation is that the students’ primary reading teacher gives the assessment.

   **Middle Schools**
   Each Middle School will identify a team of teachers to administer the assessment.
4. **How long does the assessment take to give?**
   It is a one-on-one assessment in which the student reads a passage orally and/or silently. Then the teacher asks 10 comprehension questions. The assessment takes an average of 20 minutes per student.

5. **How often do we assess these students?**
   You will assess the students a minimum of twice a year. Once in the fall and again in early spring. June testing is optional.

6. **How do I know where to begin assessing my students?**
   - If a student has not been assessed with a BRI or DRA previously, you ask the students to read a graded word list to determine which passage level to administer. The graded word list is located in the student book as well as in the Teacher administration notebook.
   - If a student has a DRA or BRI score from the previous year, you can use that grade level conversion to choose the BRI passage for the student.

7. **What happens to the scores?**
   - The data is for classroom teachers, Title/LAP or support teachers, special education teachers, subsequent teachers, psychologists, and other staff members who need to monitor a student’s reading progress and modify instruction.
   - You will record the scores on the Peninsula Assessment Database.

8. **How do I support these students in my classroom?**
   Teachers will have access to intervention strategies they can use in the regular classroom with their core curriculum. In addition, we have matched the assessment data to intervention materials and more intensive strategies that can be used for additional support in addition to their regular core instruction.

9. **How do I give the assessment when I have other students in the classroom?**
   Each assessment should take about 20 min. per child. The most appropriate time to give the assessment is when other students are working independently in a quiet environment. Independent reading, writing composition, or independent work times would be appropriate times to administer the assessment in the classroom. Literacy Coaches at the elementary school or other support teachers can assist you in finding time that may be available in your building. The materials have been reorganized to provide easier access to forms and directions in order to make the testing more efficient and manageable for teachers.