



# Comprehensive Reading Inventory: Measuring Reading Development in Regular and Special Education Classrooms

*Robert B. Cooter Jr., E. Sutton Flynt, Kathleen Spencer Cooter*

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This is the only comprehensive reading inventory on the market to assess the "Big Five" components of reading instruction as identified by the National Reading Panel: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Derived from the *Flynt/Cooter Classroom Reading Inventory*, this informal classroom inventory offers teachers of preschool through Grade 12 the simple, straightforward *miscue analysis* method for assessing their students' level of competency in reading comprehension and fluency. In addition, this text provides easily administered assessment tools for discerning students' development in phonemic awareness, phonics, and vocabulary. Additional materials are provided to help teachers assess students whose first language is Spanish and students who have special needs. A resource CD and an Audio case study CD are included with every copy.

### **FEATURES:**

**Three-Part Organization** - Part I provides an Introduction to CRI, Administration guidelines and student summary records. Part 2 provides interest inventories, phonemic awareness, phonics, and vocabulary assessment tools. Part 3 provides readers passages with narrative and expository forms and assessment protocols.

**Reliability and Validity** - The CRI was found to be one of the most reliable and valid reading tests of its kind and compares quite favorably to other similar instruments available today. A complete summary of validity and reliability findings from the CRI Validation Study can be found on the accompanying resources CD in the back of the CRI.

**English Language Learners: Meeting the Needs of Learners Whose First Language is Spanish** - the CRI also includes assessment forms and protocols for working with learners whose first language is Spanish. These forms that once appeared in the *Flynt/Cooter English Espanol Reading Inventory for the Classroom*, have been carefully and precisely revised to ensure they are more culturally responsive and sensitive to the needs of students whose first language is Spanish.

**CD** - Provides an audio description of how to administer the inventory and includes an authentic case study of a student's performance. A completed sample student summary form of this child's performance appears in Part I of the CRI.

**CD** - Provides users with assessment resources, reliability and validity study, Spanish readers passages, and assessment protocols.

### **SPECIAL NEEDS ANALYSIS:**

Specially prepared data sheets have been created for teachers who plan to use this inventory to assess their special needs students.

**CRI Student Summary Form-SPED** -- designed to meet the mandates of IDEA and is ideal for developing an IEP.

**CRI Student Summary Form -Title I** -- designed to prioritize instruction for the Title I reading teacher by collecting pre and post-test data.

**CRI Student Summary Form-504** - designed to meet the needs of schools creating accomodation plans for identified students based on student CRI data. The form provides guidelines for reasonable accomodations and allows schools/parent committees to determine classroom modifications.

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**Gerard Brand:**

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**Florence Whitney:**

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**Colleen Key:**

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