

**READER RESPONSE FORMAT  
FORM B: POSTTEST**

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**Inventory Record for Teachers**

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# Form B: Posttest Inventory Record

## Summary Sheet

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_  
year, months

Date: \_\_\_\_\_ School: \_\_\_\_\_ Administered by: \_\_\_\_\_

Predicting-Retelling						Reading Level		
Level	Prediction	Character(s)	Problem(s)	Outcome(s) Solution(s)	TOTAL	IND	INST	FRUST
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								

**Summary of Responses:**

Ability to Predict: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Ability to Retell: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Prompting to Obtain Predicting and Retelling Responses: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Reading Level: \_\_\_\_\_

Comments: \_\_\_\_\_  
 \_\_\_\_\_

**Form B: Posttest, Level 1**

**THE RED ANT**

The red ant lives under the sand.

The ant must build its own room.

It has to take the sand outside.

The sand is made into little hills.

Building a room is hard work.

The red ant is a busy bug.

**Student Responses**

**Low – High (Circle number)**  
**1 2 3**

**PREDICTION:**

**Title 1 2 3**

What do you think the story will be about?

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**RETELLING:**

**Character(s) 1 2 3**

What can you tell me about the red ant?

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**Problem(s) 1 2 3**

What did the red ant have to do to build its room?

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**Outcome(s)/Solution(s) 1 2 3**

What can you tell me about the red ant's work habits?

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**SCORING GUIDE**

<b>TOTAL SCORE</b> _____		<b>Prompting</b>	<b>Reading Level</b>
10–12	Comprehension excellent	None _____	IND _____
6–9	Comprehension needs assistance	General _____	INST _____
5 or less	Comprehension inadequate	Specific _____	FRUST _____
		Suggestive _____	

## Form B: Posttest, Level 2

### WHY CAN'T I PLAY?

Kim wanted to play on the boys' team.

The boys said, "No."

One day the boys needed one more player.

They asked Kim to play.

Kim got the ball and kicked it a long way.

She was a fast runner and a good player.

Todd, a boy on the team, kicked the ball to her.

Kim kicked the ball down the side of the field.

Tony, a boy on the other team, tried to block her.

He missed, and Kim scored.

Someone said, "Kim should have played on the team all year."

### Student Responses

Low – High (Circle number)  
1 2 3

#### PREDICTION:

Title 1 2 3

What do you think is meant by the title, "Why Can't I Play?" What do you think the story will be about?

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#### RETELLING:

Character(s) 1 2 3

Who was the main person in the story? Can you tell me more about that person?

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Problem(s) 1 2 3

What was the problem? Can you tell me anything more?

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Outcome(s)/Solution(s) 1 2 3

How was the problem solved?

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### SCORING GUIDE

TOTAL SCORE _____		Prompting	Reading Level
10–12	Comprehension excellent	none _____	IND _____
6–9	Comprehension needs assistance	general _____	INST _____
5 or less	Comprehension inadequate	specific _____	FRUST _____
		suggestive _____	

## Form B: Posttest, Level 3

### FLOODS ARE DANGEROUS

Mrs. Sanchez was driving home with her two sons, Luis and Ernesto. From the darkening sky, Mrs. Sanchez could see that a storm was coming. Soon, lightning flashed, thunder boomed, and the rain poured down. In order to get to her house, Mrs. Sanchez had to cross a road covered with water. She decided to drive across the rushing water. When they were just about across the road, the rising water caused the car to float away. Mrs. Sanchez knew that she had to get the boys and herself out of that car.

Luis was able to roll down the window and jump to dry ground. Mrs. Sanchez also jumped to some dry ground. Mrs. Sanchez and Luis tried to grab Ernesto, but the car floated out of reach.

Soon the police and some friends came, and they searched all night for Ernesto and the car. They were unable to find them. Had Ernesto drowned in the flood, or was he safe?

Early the next day, Mrs. Sanchez saw a police car drive up to her house. Her heart raced when she saw Ernesto in the police car. He was safe! Ernesto told his mother that their car got stuck against a tree and that he was able to climb out of the car. He sat in the tree until daylight when the police saw him. Everyone was happy to see Ernesto again.

## Student Responses

Low – High (Circle number)  
1 2 3

### PREDICTION:

Title 1 2 3

What do you think can happen if a car tries to cross a road that is flooded?

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### RETELLING:

Character(s) 1 2 3

What do you remember about the people in the story? How do you think they felt?

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Problem(s) 1 2 3

What was the problem? What do you think caused the problem?

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Outcome(s)/Solution(s) 1 2 3

How do you think the problem was solved? How do you think you would feel in this situation?

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### SCORING GUIDE

TOTAL SCORE		Prompting	Reading Level
10–12	Comprehension excellent	None _____	IND _____
6–9	Comprehension needs assistance	General _____	INST _____
5 or less	Comprehension inadequate	Specific _____	FRUST _____
		Suggestive _____	

## Form B: Posttest, Level 4

### FIRST TO DIE

It was very cold that March day in Boston. The year was 1770. It was a time of protest and riots. The people of Boston had had it with British rule.

Nobody knew that the day would end in bloodshed. This was the day of the Boston Massacre—March 5, 1770.

Somewhere in the city that night, a black man and former slave named Crispus Attucks was moving toward his place in history.

The British had brought troops into Boston in 1768. There were fights between the people of Boston and the soldiers.

On the night of March 6, 1770, the streets were filled with men. They were angry. Crispus Attucks was the leader of a patriot crowd of men. They met up with a group of British soldiers. The crowd pushed in on the soldiers. There was much confusion. A soldier fired his rifle. Attucks fell into the gutter—dead.

Crispus Attucks had been a leader in the night's actions. A black man and a former slave, he had helped to bring about action that led to the foundation of American independence.

### Student Responses

Low – High (Circle number)  
1 2 3

#### PREDICTION:

Title 1 2 3

This story is about a man named Crispus Attucks. What do you think happened to him?

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#### RETELLING:

Character(s) 1 2 3

What can you tell me about Crispus Attucks?

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Problem(s) 1 2 3

What was the problem between the British soldiers and the people of Boston?

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Outcome(s)/Solution(s) 1 2 3

What happened to Attucks? What was the result of what he did?

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### SCORING GUIDE

TOTAL SCORE _____		Prompting	Reading Level
10–12	Comprehension excellent	None _____	IND _____
6–9	Comprehension needs assistance	General _____	INST _____
5 or less	Comprehension inadequate	Specific _____	FRUST _____
		Suggestive _____	

**Form B: Posttest, Level 5**

**TIGER**

Tiger is hungry. He has not eaten for five days. His last meal was a wild pig. It is dark now, and Tiger is on a hunt. As he slinks through the jungle, the muscles of his powerful neck and shoulders are tense. Tiger senses that there are humans close by. Tiger is careful to avoid humans. He knows that only old or sick tigers will hunt humans because they are no longer swift enough to hunt other animals.

Suddenly, Tiger’s sensitive nostrils pick up the scent of an animal. Tiger creeps slowly toward the smell. There, in a clearing in the jungle, he sees a goat. The goat has picked up Tiger’s scent. Tiger moves in, but the goat does not flee. It is a trap! Humans have tied the goat there to trap Tiger. Tiger stops, then moves back into the jungle.

Tiger is hungry.

**Student Responses**

**Low – High (Circle number)**  
**1 2 3**

**PREDICTION:**

**Title 1 2 3**

Have you ever seen a tiger? What can you tell me about tigers?

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**RETELLING:**

**Character(s) 1 2 3**

Tell me what happened to Tiger in this story.

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**Problem(s) 1 2 3**

Tiger had a problem. What was it? What did he do?

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**Outcome(s)/Solution(s) 1 2 3**

What happened to Tiger? Why wasn’t Tiger trapped?

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**SCORING GUIDE**

<b>TOTAL SCORE</b> _____		<b>Prompting</b>	<b>Reading Level</b>
10–12	Comprehension excellent	None _____	IND _____
6–9	Comprehension needs assistance	General _____	INST _____
5 or less	Comprehension inadequate	Specific _____	FRUST _____
		Suggestive _____	



**Form B: Posttest, Level 6**

**SENTINELS IN THE FOREST**

Many wild creatures that travel with their own kind know by instinct how to protect the group.

One of them acts as a sentinel.

Hidden by the branches of a low-hanging tree, I once watched two white-tailed deer feeding in a meadow. At first, my interest was held by their beauty. But soon I noticed something strange; they were taking turns feeding. While one was calmly cropping grass, unafraid and at ease, the other—with head high, eyes sweeping the sea marsh, and sensitive nostrils “feeling” the air—stood on guard against enemies. Not for a moment, during the half hour I spied upon them, did they stop their teamwork.

**Student Responses**

**Low – High (Circle number)**  
**1 2 3**

**PREDICTION:**

**Title 1 2 3**  
 What will this story be about?

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**RETELLING:**

**Character(s) 1 2 3**  
 This story is not about a person. Can you tell about the animals in the story?

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**Problem(s) 1 2 3**  
 Tell about what the animals were doing.

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**Outcome(s)/Solution(s) 1 2 3**  
 Do you think the animals were good at what they were doing? Tell me more about it.

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**SCORING GUIDE**

<b>TOTAL SCORE</b> _____		<b>Prompting</b>	<b>Reading Level</b>
10–12	Comprehension excellent	None _____	IND _____
6–9	Comprehension needs assistance	General _____	INST _____
5 or less	Comprehension inadequate	Specific _____	FRUST _____
		Suggestive _____	

**Form B: Posttest, Level 7**

**I LOVE A MYSTERY**

Ever since the year 1841, when Edgar Allan Poe wrote *The Murders in the Rue Morgue*, people around the world quickly become fans of the mystery/detective story.

The mystery begins with a strange crime. There are a number of clues. A detective is called in to solve the mysterious crime. The clues may lead the detective to or away from the solution. In the end the detective reveals the criminal and tells how the mystery was solved.

The detective in most mystery stories is usually not a regular police officer but a private detective. Probably the most famous of all these private detectives is Sherlock Holmes. With his friend and assistant Dr. Watson, Sherlock Holmes solved many strange crimes.

One of the most popular of all the mysteries that Holmes solved is called *The Hound of the Baskervilles*. In this story a man is murdered, and the only clue Holmes has to go on is an enormous hound’s footprints found next to the dead man’s body.

Do you love a mystery?

**Student Responses**

**Low – High (Circle number)**  
**1 2 3**

**PREDICTION:**

**Title 1 2 3**

Tell me why you think this story is called “I Love a Mystery.”

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**RETELLING:**

**Character(s) 1 2 3**

What kind of a person is this story about?

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**Problem(s) 1 2 3**

What problems do these people have?

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**Outcome(s)/Solution(s) 1 2 3**

How do they do what they do?

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**SCORING GUIDE**

<b>TOTAL SCORE</b> _____		<b>Prompting</b>	<b>Reading Level</b>
10–12	Comprehension excellent	None _____	IND _____
6–9	Comprehension needs assistance	General _____	INST _____
5 or less	Comprehension inadequate	Specific _____	FRUST _____
		Suggestive _____	

## Form B: Posttest, Level 8

### IT CANNOT BE HELPED

There is a phrase the Japanese use when something difficult must be endured—*it cannot be helped*.

On a quiet Sunday morning in early December of 1941, the Japanese launched a surprise attack on Pearl Harbor. Shortly after that, the Army and the FBI began rounding up all Japanese who were living along the West Coast of the United States. Every Japanese man, woman, and child, 110,000 of them, was sent to inland prison camps. Even though the Japanese had been living in the United States since 1869, they were never allowed to become citizens. Suddenly, they were a people with no rights who looked exactly like the enemy.

With the closing of the prison camps in the fall of 1945, the families were sent back to the West Coast.

The Japanese relocation program, carried through at such great cost in misery and tragedy, was justified on the ground that the Japanese were potentially disloyal. The record does not show a single case of Japanese disloyalty or sabotage during the whole war.

In June 1952, Congress passed Public Law 414, granting Japanese the right to become United States citizens.

### Student Responses

Low – High (Circle number)  
1 2 3

#### PREDICTION:

Title 1 2 3

What do you think is meant by this title?

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#### RETELLING:

Character(s) 1 2 3

What happened to the people in this story?

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Problem(s) 1 2 3

Why were these people treated this way?

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Outcome(s)/Solution(s) 1 2 3

What happened after the war?

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### SCORING GUIDE

TOTAL SCORE _____		Prompting	Reading Level
10–12	Comprehension excellent	None _____	IND _____
6–9	Comprehension needs assistance	General _____	INST _____
5 or less	Comprehension inadequate	Specific _____	FRUST _____
		Suggestive _____	

