Stanford Diagnostic Reading Test   Purple Level – Form J (Fourth Edition)
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Purpose: The purpose of this assessment is to determine a student's reading ability in the areas of comprehension, vocabulary, and scanning. The test also provides identification of strengths and weaknesses. Questions involving initial understanding, interpretation, critical analysis and process strategies are used to assess the student's comprehension of recreational, textual and functional text selections. Knowledge of synonyms, classification, word parts, and content area terms is assessed in the vocabulary subtest.

Results:

	Number Right	Scaled Score	Percentile Rank	Stanine	Grade Equivalent
Comprehension	33	618	9	2	3.0
Vocabulary	24	640	16	3	4.5
Scanning	13	611	8	2	4.0
Total Score	70	620	8	2	3.4

Interpretation of Results:
Out-of-level testing was used in the administration of the Stanford Diagnostic Reading Test. Although this was done, Chris' scores were still affected by the fact that he was not able to finish the test items within the allotted time on both the comprehension and scanning subtests.

Chris scored higher than only 9 percent of the students at his grade level who took this assessment in the area of comprehension (Stanine = 2). When examining the cluster scores for the comprehension subtest, Chris performed the best on the textual (informational) selections, but had more difficulty with the recreational and functional texts. He was able to respond to comprehension questions involving initial understanding of information directly stated in the selections, but struggled with items that required interpretation (i.e., making inferences and predictions, drawing conclusions, and understanding the central idea of a selection), critical analysis (i.e., discerning fact and opinion, forming a hypothesis, analyzing the author's purpose and determining support for a conclusion), or process strategies (i.e., recognizing types of text, noting patterns of organization in a selection, identifying text content to support an idea, determining the likely source of a selection, and describing an appropriate reading strategy).

In the area of vocabulary Chris scored higher than 16 percent of the students at his grade level who took the test (Stanine = 3). He did not appear to have specific deficits in any of the cluster areas examined on this subtest (synonyms, classification, word parts, or content area terms).

On the scanning subtest Chris scored as high or higher than only 8 percent of the students at his grade level who completed this assessment (Stanine = 2). This subtest required Chris to scan two selections for specific information.

Chris' Total Scaled Score of 620 (Percentile Rank = 8; Stanine = 2) places him at a 3.4 grade equivalent score overall.