

**IRVINE UNIFIED SCHOOL DISTRICT  
LITERACY DIAGNOSTIC INFORMATION**

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Age: \_\_\_\_\_

Date IRI Obtained: \_\_\_\_\_

IRI Title: \_\_\_\_\_

IRI LEVELS:

Independent: \_\_\_\_\_ Instructional: \_\_\_\_\_ Frustration: \_\_\_\_\_

IRI: WORD RECOGNITION:

At Expected Level: \_\_\_\_\_ Below Expected Level: \_\_\_\_\_ Estimated Level: \_\_\_\_\_

COMPREHENSION NEEDS:

Main Idea: \_\_\_\_\_ Detail: \_\_\_\_\_ Sequence: \_\_\_\_\_ Cause/Effect: \_\_\_\_\_ Inference: \_\_\_\_\_ Vocabulary: \_\_\_\_\_

INFORMATION	SOURCE OR MEASURE	SPECIFIC STRENGTHS	SPECIFIC NEEDS
Word Recognition; Sight Vocabulary, Phonic Analysis, Context Analysis	IRI Word Lists; IRI Comprehension Passages, Diagnostic Cloze Passage		
Listening Comprehension IRI	IRI		
Silent Comprehension IRI	IRI		
Oral Reading Comprehension IRI	IRI		
Word List Miscues	IRI		
Writing Skills	Writing Sample, Use of Writing Process		
Interests	Interest Inventory, Teacher Observation		
Behavior During Testing:	Comments:		

cc: a) Intervention Folder, b) RAD Teacher, c) Language Arts Teacher