The Standardized Reading Inventory—Second Edition (Newcomer, 1999) is an individually administered, criterion-referenced measure for use with students between the ages of 6–0 and 14–6. The test provides information on both word recognition and reading comprehension and is designed to be used to diagnose reading difficulties, to determine reading levels, to identify strengths and weaknesses, to document progress, and to serve in research. Either Form A or Form B can be administered in 30 to 90 minutes. Materials consist of a test manual, a student booklet (containing word lists, reading passages, and comprehension questions), and summary/record sheets.

In administering the SRI-2, the examiner first asks the students to identify the meanings of vocabulary words either presented in the context of simple sentences (Vocabulary in Context subtest) or performance on an alternative vocabulary test containing words in isolation. Students begin the rest of the test at a corresponding entry level. Students read a passage orally while the examiner records the number of reading errors. Omissions, insertions, substitutions, repetitions, and reversals are each recorded. Errors are used in calculating a Word Recognition Accuracy subtest score. Then students read the passage silently before answering passage comprehension questions (used to calculate the Passage Comprehension subtest score). Students continue to read passages and answer sets of passage comprehension questions until they reach a frustration level that consists of a certain number of questions answered incorrectly or words read incorrectly for a given passage. Based on student performance, the examiner can
determine independent (basal), instructional, and frustration (ceiling) levels for the student.

Scores

The Vocabulary in Context, Passage Comprehension, and Word Recognition Accuracy raw scores can be converted into a standard score (mean = 10; standard deviation = 3), age equivalent, grade equivalent, and percentile rank using tables in the manual. Subtest standard scores are added and transformed into a Reading Quotient (standard score with mean = 100 and standard deviation = 15) and percentile.

Norms

The SRI-2 was standardized on a sample of 1,099 students from 28 states. Demographic characteristics of the sample appear representative of the U.S. school-age population in terms of geographic region, gender, residence (urban versus rural), family income, educational attainment of parents, and disability status. Race, however, is not appropriately represented in the sample (white students are overrepresented, and black students are underrepresented). Four demographic characteristics (geographic region, gender, race, and residence) are further stratified according to age. Additional cross-tabulations of demographic characteristics are not provided; therefore, it is difficult to determine whether the sample appropriately represents the population (for example, all students representing urban areas may be from the South, and not representative of urban
students from across the nation). Between 60 and 197 students are included in each one-year interval.

Reliability

Internal-consistency reliability was estimated from coefficient alphas for each subtest and the composite of each form by age level. All but one of the coefficient alphas meet or exceed .80; 80 percent of the subtest alphas meet or exceed .90. The Word Recognition Accuracy subtest is the least reliable of the three subtests across age levels (mean coefficient alpha = .89). The Reading Quotient coefficient alpha is about .90 for each age level, with the exception of Form A at age 13. Test–retest reliability was estimated using a sample of 50 students from Pennsylvania who took Form A of the SRI-2 Vocabulary in Context subtest twice, within two weeks. The resulting correlation coefficient was .95; information was not disaggregated by reading level. An additional 25 seventh-grade students were administered Levels 5, 6, 7, and 8 of the Passage Comprehension and Word Recognition Accuracy subtests twice, with an approximately two-week intervening period between administrations. Correlation coefficients by level, form, and subtest ranged from .81 to .94. Alternate-forms reliability was estimated from this same sample of seventh-graders; correlation coefficients for alternate forms by level and subtest ranged from .78 to .82. Interscorer reliability was determined by having the author and a reading expert record responses to 20 randomly selected students from the standardized sample who were tape-recorded. Agreement for instructional level ranged from 90 to 95 percent for Word Recognition Accuracy and Passage Comprehension.
Validity

Three types of validity are presented in the manual: content, criterion-related, and construct validity. To demonstrate content validity, the author provides a rationale for the structure and content of reading passages and questions. Also, she provides a rationale for the development of the Vocabulary in Context subtest. Item analyses were conducted, and differential item functioning analyses indicated limited gender and ethnic bias.

Criterion-related validity was investigated by correlating the SRI-2 subtests and composite with various subtest and composite scores from other reading tests. The SRI-2, the Reading Vocabulary subtest of the California Achievement Tests (CAT), and the Gray Oral Reading Tests—Third Edition Word Recognition subtest were administered to 50 randomly selected students from the standardized sample from Pennsylvania. The correlation coefficient for the SRI-2 and the CAT Reading Vocabulary subtest was .76, with the GORT-3 Word Recognition subtest ranging from .40 to .67. The SRI-2 was also correlated with scores on the Gray Silent Reading Tests, the Comprehensive Test of Phonological Processes (CTOPP), and the Test of Word Reading Efficiency (TOWRE) among various samples of students included in the standardization sample. Results indicated that correlations between the SRI-2 and the GSRT were high. Moderate to high correlations were obtained for various subtests of the CTOPP and the SRI-2. TOWRE correlations with the SRI-2 Word Recognition Accuracy subtest were high, whereas TOWRE correlations with the SRI-2 Reading Quotient were moderate. Construct-validity information was provided based on correlations of the SRI-2 scores with age and
intelligence. The author argues that appropriate intercorrelations were obtained when correlating each SRI-2 subtest with the other subtests and the composite using data from the normative sample.

Summary

The SRI-2 is a criterion-referenced measure of pupil skill development in both oral and silent reading. The test provides users with an assessment of both the nature of oral-reading errors and the comprehension of material read silently. Whites are overrepresented in the normative sample. Reliability is generally good, and there is evidence of the test's validity.