ARI Results：January 2015－May 2015
School：Mazzuchelli
Teacher：Ms．Galliart

Testing Dates：
Fall＝August－November Winter＝December－February
Spring $=$ March－May

|  |  | Fall |  |  |  |  |  |  | Winter |  |  |  |  |  |  | Spring |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Student Name | Word Recognition |  |  | Compre． |  |  | Rate | Word Recognition |  |  | Compre． |  |  | Rate | Word <br> Recognition |  |  | Compre． |  |  | Rate |
| Grade |  | ® <br> O <br>  <br>  |  | 硙 |  | N | $\begin{aligned} & \text { J } \\ & 0 \\ & \hline \end{aligned}$ | $\begin{aligned} & \sum \\ & \sum \end{aligned}$ | O | 0 0 0 $i$ | $\begin{aligned} & \text { J } \\ & 0 \\ & \hline \end{aligned}$ | ® 岂 U U |  | $\begin{aligned} & \widetilde{0} \\ & \vdots \\ & \vdots \end{aligned}$ | $\sum$ | ご | 烒 | － | ® 0 U U | 0 0 $\sum$ $\sum$ | 0 <br> 0 | $\sum$ |
| 8 | Carter |  |  |  |  |  |  |  | $5^{\text {th }}$ | 4 | IDIS | $5^{\text {th }}$ | 1 | ID | 147 | $5^{\text {th }}$ | 1 | ID | $5^{\text {th }}$ | ． 5 | ID | 169 |
| 8 | Carter |  |  |  |  |  |  |  | $6^{\text {th }}$ | 3 | IDIS | $6^{\text {th }}$ | 1 | ID | 141 | $6^{\text {th }}$ | 7 | $\begin{aligned} & \text { IDI } \\ & \mathrm{S} \end{aligned}$ | $6^{\text {th }}$ | 1 | ID | 129 |
| 8 | Carter |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $7^{\text {th }}$ | 7 | $\begin{aligned} & \text { IDI } \\ & \mathrm{S} \end{aligned}$ | $7^{\text {th }}$ | 2.5 | $\begin{aligned} & \hline \text { IS } \\ & \text { F } \end{aligned}$ | 150 |
| 8 | Carter |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $8^{\text {th }}$ | 6 | $\begin{aligned} & \text { IDI } \\ & \mathrm{S} \\ & \hline \end{aligned}$ | $8^{\text {th }}$ | 3 | $\begin{aligned} & \hline \text { IS } \\ & \text { F } \\ & \hline \end{aligned}$ | 129 |
| 8 | Rylee |  |  |  |  |  |  |  | $5^{\text {th }}$ | 2 | ID | $5^{\text {th }}$ | 3.5 | $\begin{aligned} & \hline \text { IS } \\ & \text { F } \end{aligned}$ | 173 | $5^{\text {th }}$ | 4 | $\begin{aligned} & \text { IDI } \\ & \mathrm{S} \end{aligned}$ | $5^{\text {th }}$ | 1.5 | $\begin{aligned} & \hline \text { ID } \\ & \text { IS } \end{aligned}$ | 164 |
| 8 | Rylee |  |  |  |  |  |  |  | $6^{\text {th }}$ | 3 | IDIS | $6^{\text {th }}$ | 1 | ID | 159 | $6^{\text {th }}$ | 6 | $\begin{aligned} & \text { IDI } \\ & \mathrm{S} \end{aligned}$ | $6^{\text {th }}$ | 0 | ID | 130 |
| 8 | Rylee |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $7^{\text {th }}$ | 3 | ID | $7^{\text {th }}$ | ． 5 | ID | 167 |
| 8 | Rylee |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $8^{\text {th }}$ | 5 | $\begin{aligned} & \text { IDI } \\ & \mathrm{S} \end{aligned}$ | $8^{\text {th }}$ | 1.5 | $\begin{aligned} & \text { ID } \\ & \text { IS } \end{aligned}$ | 139 |


$\mathbf{I D}=$ Independent
IDIS $=$ Independent/Instructional
IS=Instructional
ISF = Instructional/Frustrational
F= Frustration

