



**NORTHEASTERN  
CATHOLIC  
DISTRICT SCHOOL  
BOARD**

*Making a Difference...One  
Child at a Time*

**BINDER  
OF  
ASSESSMENT  
TOOLS**

BILINGUAL VERSION  
REVISED SEPTEMBER 2015



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# BINDER OF ASSESSMENT TOOLS

*Bilingual Version*

***Revised September 2015***



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**Introduction**

**Administration Schedule**

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## BINDER OF ASSESSMENT TOOLS REVISED 2015

### INTRODUCTION

Research has shown that assessment for learning is one of the most important strategies we can use to support our learners. For at-risk students, it is most important to have up-to-date information about what skills and strategies are needed to support their learning. This means that on-going assessment is critical. You will find it very helpful to engage at-risk students in a wide variety of assessments regularly so that instruction can be more precise and personalized.

We are very pleased to share the revised version of our Binder of Assessment Tools (BAT). Over the years, many NCDSB teachers have used the assessments found in the BAT to assist them in identifying the strengths, weaknesses and next steps for learning for their students. We hope that this revised version will continue to serve as a foundational resource used to support student learning in the NCDSB.

In this revised version you will find many of the same tools you are used to using. However, we have also included a number of other tools you might find helpful as you work with your at-risk students in particular. Some may be familiar to you, while others might be new. Regardless of familiarity, we hope that you will see the value in having such a large number of assessment tools to choose from to support your work. Please know that your school Resource Teacher and/or any of the Special Assignment Teachers are well equipped to help you make sense of the tool and/or results. We encourage you to seek out their assistance as needed.

You will also find a section on Early and On-Going Identification. This procedure has also been revised to reflect the most current approach we have been taking with our youngest learners. After a great deal of research, we have selected only one tool for our FDK teachers to use that is different from those tools already found within the BAT. The Teacher Readiness School Inventory is a widely used tool that is simple and quick to use. More information about this can be found in section 9.

We would like to take this opportunity to thank you for your on-going dedication and professionalism. Your efforts to ensure that our students receive the best instruction possible year after year is a testament to your understanding of the valuable role that assessment plays in the instructional cycle.

### RECOMMENDED ENGLISH ADMINISTRATION SCHEDULE

ASSESSMENT TOPICS	FDK Y1	FDK Y2	1	2	3
Oral Language	✓	✓	✓	●	●
Phonological Awareness	✓	✓	✓	●	●
Letter Identification	✓	✓	✓	●	●
Letter-Sound Correspondence	✓	✓	✓	✓	●
Word Knowledge	n/a	Select one for reading	Select 1 for reading & 1 for writing	Select 1 for reading & 1 for writing	Select 1 for reading & 1 for writing
Concepts About Print	✓	✓	✓	●	●
Running Records	n/a	✓	✓	✓	✓

RECOMMENDED FRENCH IMMERSION ADMINISTRATION SCHEDULE					
ASSESSMENT TOPICS	FDK Y1	FDK Y2	1	2	3
Oral Language	Do English Version	Do English Version	Do English Version	●	●
Phonological Awareness	Do English Version	Do English Version	Do French Version	Do French Version	●
Letter Identification	✓	✓	✓	●	●
Letter-Sound Correspondence	✓	✓	✓	✓	●
Word Knowledge (Mots Courant)	n/a	✓	✓	✓	✓
Concepts About Print	Do English Version	Do English Version	Do English Version	●	●
Running Records	n/a	✓	✓	✓	✓

✓ Indicates all students be assessed for that specific topic, using all of the associated tools provided in the binder.

● Indicates only students who have been flagged red or yellow in the F&P Benchmark Assessment (Reading Record) or GB+ Evaluation en lecture (Reading Record) will be assessed for that specific topic, using all of the associated tools provided in the binder.

**NOTE:** If a student has a perfect score on any assessment in the first B.A.T. season, it is not necessary to re-assess that specific skill during the second B.A.T. season. Please be sure to enter the perfect score in the data collection system for both the first and second assessment. To maintain efficient data analyses do not leave any assessments blank.

**Date of Issue:** January 7, 2013

**Effective:** Until revoked or modified

**Subject:** DIAGNOSTIC ASSESSMENT IN SUPPORT OF STUDENT LEARNING

**Application:** Directors of Education  
Secretary-Treasurers and Supervisory Officers of School Authorities  
Principals of Elementary Schools  
Principals of Secondary Schools  
Principals of Provincial and Demonstration Schools

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## INTRODUCTION

The purpose of this memorandum is to outline how diagnostic assessment tools may be used effectively to inform teaching and learning practices in the classroom in support of student learning and achievement.

This memorandum also outlines how teachers shall use their professional judgement to determine:

- which assessment and/or evaluation tool(s) from the board's list of pre-approved assessment tools is applicable;
- for which student(s); and
- the frequency and timing of the use of the tool.

In order to inform their instruction, teachers must utilize diagnostic assessment during the school year.

A teacher's professional judgement is the cornerstone of assessment and evaluation. Diagnostic assessment is used to identify a student's needs and abilities and the student's readiness to acquire the knowledge and skills outlined in the curriculum expectations. Information from diagnostic assessment helps teachers determine where individual students are in their acquisition of knowledge and skills, so that instruction can be personalized and tailored to provide the appropriate next steps for learning. The ability to choose the appropriate assessment tool(s) as well as determine the frequency and timing of its administration allows the teacher to gather data that is relevant, sufficient, and valid in order to make judgements about student learning during the learning cycle.

Effective assessment, evaluation, and reporting practices play an important role in achieving the three core priorities of the Ministry of Education: high levels of student achievement, reduced gaps in student achievement, and increased public confidence in publicly funded education. The Education Act and regulations made under the act, the policy outlined in *Growing Success*, and related ministry policies and frameworks, such as the Ontario Leadership Framework and the School Effectiveness Framework, are not altered by the direction given in this memorandum.

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*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010* outlines the policy that supports such effective practices, and the ministry is committed to the continued implementation of this policy. *Growing Success* requires teachers to conduct diagnostic and formative assessment as essential steps of assessment *for* learning and assessment *as* learning. Specifically, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer and self-assessment.

(*Growing Success*, pp. 28–29)

This memorandum provides direction on the selection and use of diagnostic assessment tools used to gather data and information about student learning.

The direction, principles, and criteria set out in this memorandum will take effect immediately.

## SCOPE

This memorandum applies to the use of formal diagnostic assessment tools. This memorandum does not apply to the following types of assessment:

- *Special education assessments.* These include educational and/or other professional assessments conducted to identify students with special education needs, to determine the special education programs and/or services required by these students, and/or to support decisions related to such programs and services.
- *Large-scale assessments.* These include provincial assessments conducted by the Education Quality and Accountability Office (EQAO) – the assessments of reading, writing, and mathematics in Grades 3 and 6; the assessment of mathematics in Grade 9; and the Ontario Secondary School Literacy Test. They also include assessments conducted as part of ministry-approved national or international assessments, such as the Programme for International Student Assessment (PISA), the Trends in International Mathematics and Science Study (TIMSS), the Progress in International Reading Literacy Study (PIRLS), and the Pan-Canadian Assessment Program (PCAP). They may also include ministry-mandated assessments.



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## USE OF DIAGNOSTIC ASSESSMENT TOOLS IN SUPPORT OF STUDENT LEARNING

In *Growing Success*, the term *diagnostic assessment* is defined as “assessment that is used to identify a student’s needs and abilities and the student’s readiness to acquire the knowledge and skills outlined in the curriculum expectations. Diagnostic assessment usually takes place at the start of a school year, term, semester, or teaching unit. It is a key tool used by teachers in planning instruction and setting appropriate learning goals” (p. 146). Diagnostic assessment provides information that is “used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations” (p. 31).

Data from diagnostic assessment and formative assessment is used to determine students’ readiness to learn the new knowledge and skills set out in the curriculum expectations, and obtain information about students’ interests and learning preferences. This data may be collected through a variety of means, which can include observation, student portfolios, and student self-assessment, among others. This information helps teachers plan daily classroom instruction and assessment that are differentiated and personalized, and set appropriate learning goals with their students.

Research confirms the importance of using various kinds of information to develop and monitor plans to improve student learning (in Ontario, the Board Improvement Plan for Student Achievement is such a plan). School and board leaders are expected to use data to identify trends, strengths, and weaknesses that can inform specific actions for improvement in student achievement.

### Guiding Principles of Selection of Diagnostic Assessment Tools

All assessment conducted in Ontario public schools is guided by and subject to the fundamental principles listed and discussed on pages 6–8 of *Growing Success*.

In addition to the fundamental principles set out in *Growing Success*, teachers, principals, and school board staff will use the following principles when selecting diagnostic assessment tools:

- All available classroom, school, and board data and information (e.g., information from day-to-day classroom assessments, data from provincial report cards, and EQAO data) should be taken into account when determining what additional data and information, if any, is needed for board improvement planning.
- School board staff reviews diagnostic assessment tools to ensure that the tools support the collection of valid and reliable evidence.
- In developing their Board Improvement Plan for Student Achievement, principals and school board staff must clearly communicate with teachers the purpose of the tool and how it is used.
- Duplication of effort and excessive student testing are avoided to allow for effective use of instructional time.

### Criteria for Selection of Diagnostic Assessment Tools

In selecting diagnostic assessment tools, teachers, teacher affiliates, principals, and school board staff, in their respective roles and responsibilities, will consider whether a diagnostic assessment tool:

- is related appropriately to the knowledge and skills identified in the curriculum expectations;

- is designed to provide information that assists in identifying student needs and targeting improvements;
- identifies strengths and gaps in students' knowledge and skills and provides sufficient evidence from which inferences about students' learning can be made;
- is appropriate in content, design, and mode of delivery;
- provides a range of targeted strategies that teachers can use to plan next steps in instruction and student learning;
- forms part of a balanced, comprehensive assessment system that provides detailed evidence of each student's development.

### **Criteria for the Use of Diagnostic Assessment Tools**

In using diagnostic assessment tools, teachers will ensure that:

- the tools are administered judiciously so that they support the identification of student learning needs, track progress, and supplement instruction;
- the tools are administered judiciously so that they produce the type of data and information required to effectively inform classroom instruction;
- the tools are administered in a manner that will allow the teacher to assess students' progress and share such information with the principal upon request;
- the information is used to guide students in focusing their learning efforts, setting and monitoring goals, and determining next steps in learning.

## **COLLECTIVE RESPONSIBILITY FOR STUDENT LEARNING**

### **Collective Responsibility and Professional Judgement**

Teachers, principals, and school board staff share a collective responsibility and accountability for student achievement and, in their respective roles, exercise their professional judgement as defined in *Growing Success*:

Judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction. (p. 152)

As stated in *Growing Success*, “teachers’ professional judgements are at the heart of effective assessment, evaluation, and reporting of student achievement” (p. 8). In addition, successful implementation of policy “depends on the professional judgement of educators at all levels, as well as on educators’ ability to work together ... on the continuing efforts of strong and energized professional learning communities to clarify and share their understanding of policy and to develop and share

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effective implementation practices, ... on creative and judicious differentiation in instruction and assessment to meet the needs of all students, and on strong and committed leadership from school and system leaders, who coordinate, support, and guide the work of teachers” (p. 2).

### **Teachers**

Teachers will use their professional judgement, as defined in *Growing Success*, when selecting and using diagnostic assessment tools. Teachers must utilize diagnostic assessment during the school year, selecting tools from the board’s approved list. In selecting and using diagnostic assessment tools from the board’s list, teachers shall determine the following:

- the diagnostic assessment tools that are applicable;
- which student(s) will be assessed (individual student, small group, or whole class);
- the frequency of use of the diagnostic assessment tools;
- the appropriate timing of the use of the diagnostic assessment tools.

### **Principals**

Principals play an important role in ensuring a consistent and continuous school-wide focus on student learning. Through the use of a variety of tools to support and monitor student progress, principals will continue to provide leadership when working in collaboration with teachers to gather information about student learning in support of school and board improvement plans for student achievement.

### **Boards**

Through the use of quality diagnostic assessment tools, valid and reliable data and information on student achievement is collected. Boards shall establish and provide a list of approved diagnostic assessment tools that are consistent with their board plans for improving student learning and achievement. In consultation with teachers and principals, boards will continue to collaborate to develop a common understanding of the planning process and the need for student data and information that can inform actions taken to improve student learning. Boards will continue to periodically review and update, where necessary, the approved list of diagnostic assessment tools.



## **MEMORANDUM**

**TO:** Teachers and Principals

**FROM:** Tricia Weltz and Daphne Brumwell, Supervisory Officers

**DATE:** October 27<sup>th</sup>, 2014

**RE:** **PPM 155: Diagnostic Assessment in Support of Student Learning**

Please find below the approved NCDSB list of approved diagnostic assessment tools that are consistent with our board plans for improving student learning and achievement. The list will be reviewed periodically and will be updated as necessary in accordance with PPM 155: *Diagnostic Assessment in Support of Student Learning*. Further, a full copy of the PPM is attached to this memorandum for your understanding and reference.

### **DIAGNOSTIC ASSESSMENT**

In *Growing Success*, the term *diagnostic assessment* is defined as "assessment that is used to identify a student's needs and abilities and the student's readiness to acquire the knowledge and skills outlined in the curriculum expectations. Diagnostic assessment usually takes place at the start of a school year, term, semester, or teaching unit. It is a key tool used by teachers in planning instruction and setting appropriate learning goals" (p. 146).

As outlined in PPM 155, teachers must utilize diagnostic assessment during the school year, selecting tools from the board's approved list. Using their professional judgment, as defined in *Growing Success*, teachers shall determine the tool, frequency, and timing of diagnostic assessment in response to student learning needs. Principals, in their leadership role and in accordance with the *Education Act* will use a variety of tools and strategies to support and monitor student progress. This will be accomplished by working in collaboration with teachers to gather information about student learning in support of school and board improvement plans for increased student achievement gains. It is the expectation of the NCDSB that teachers will produce and share all evidence of assessment *for*, *as*, and *of* learning when asked or required by the principal. This information will be used to determine and implement the necessary changes to instructional practice to support student achievement and subsequent instructional/intervention plans.

## **APPROVED LIST OF DIAGNOSTIC ASSESSMENTS**

- ◆ Reading Records (Benchmark Assessment System / GB+)
- ◆ Binder of Assessment Tools (BAT – Revised Version)
- ◆ Ontario Comprehension Assessment (OCA)
- ◆ Ontario Writing Assessment (OWA)
- ◆ Ontario Numeracy Assessment Package (ONAP)
- ◆ All About Numbers – NCDSB-Created Tool for FDK Year 2, Grade 1 and Grade 4
- ◆ Gap Closing Resources

## **BRIEF OVERVIEW OF THE APPROVED DIAGNOSTIC ASSESSMENTS**

### **READING RECORDS**

Reading records (Benchmark Assessment System, GB+) are one-one-one, comprehensive assessments designed to determine independent and instructional reading levels for students From Kindergarten to Grade 8. Reading records assess students' decoding, fluency, vocabulary, and comprehension.

### **BINDER OF ASSESSMENT TOOLS (BAT-Revised)**

The BAT is designed to provide educators with more information about students who struggle with reading. The assessments include phonological awareness, sight words, and word knowledge. These assessments are most often administered to students in the Kindergarten Years Program and Grade 1. Students in grade 2 and 3 who are at-risk should also be assessed using this tool.

### **ONTARIO COMPREHENSION ASSESSMENT (OCA)**

The OCA is an assessment that provides teachers with a descriptive snapshot of students' reading comprehension of information text. This assessment helps teachers to plan for comprehension instruction that is tailored to meet students' needs. The OCA is designed to be administered twice per year for students in grades 7-10. In addition to the grade level kits, the OCA also includes a Student Success Kit that provides additional assessments designed for students who are not reading at grade level.

### **ONTARIO WRITING ASSESSMENT (OWA)**

The OWA provides a common assessment tool to identify student strengths, needs and interests, and attitudes in writing. This provides a snapshot of a student's writing ability at a given point in time and allows a teacher to plan appropriate instruction based on the unique needs of the students.

### **ONTARIO NUMERACY ASSESSMENT PACKAGE (ONAP)**

ONAP is designed to be helpful to both teachers and students. Prior to teaching a strand, teachers would administer the assessments to determine achievement of the overall and specific expectations for the previous grade. ONAP consists of three distinct parts: i) activating prior knowledge; ii) concepts and skills assessments; iii) performance-based assessment. Instructional next steps are also provided to assist in supporting student learning. This resource is available for grade 4-9.

## **ALL ABOUT NUMBERS – NCDSB CREATED TOOL**

All About Numbers are three separate screening tools created by NCDSB teachers for NCDSB teachers for use in the classroom, as needed. They are a means through which, educators can screen children at various levels in their education and remediate with small group instruction and intervention before the gaps in student achievement grow insurmountable. We know that the gaps in mathematical understanding grow larger year by year, and it is our goal to address the missing concepts in early mathematics education. The FDK 2 and Grade One screens can be completed with individual students in 10-15 minutes in a one-to-one interview. These screens address the big ideas for developing early number concepts (Number Sense and Numeration). If a student can't demonstrate understanding of these fundamental concepts, struggles in math learning will grow exponentially through the years. The Grade 4 screen can be completed in 60-80 minutes in a whole class environment, with students working independently. In creating the Grade 4 tool, the Number Sense and Numeration curriculum expectations were examined to determine the skills and fundamental understandings necessary for success in later grades. Intervention kits are available to support teachers in using small group instruction once these screening tools have been used.

## **GAP CLOSING RESOURCES**

Gap Closing resources are designed to support students in mathematics. For each topic in the resource, there is a diagnostic and a set of intervention materials. These diagnostics are designed to uncover the typical problems student have with a specific topic. Each diagnostic can be used to tailor differentiated lessons as instructional decisions are being made for the students.



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## EARLY IDENTIFICATION STUDENT PROFILE

### Student Information

Student's LEGAL Name:

Date of Birth (DD/MM/YY):

Date of Entry to School:

### Early Screening

Classroom Teacher Administered Test	June FDK-Y1	June FDK-Y2	June Grade 1
Teacher School Readiness Index	/25	/25	/25
Behaviour Index	/15	/15	/15
<b>Next Steps: If a student is considered at risk than the screening tools listed below should be administered at least once per year.</b>	<input type="checkbox"/> should not require ongoing support – not at risk <input type="checkbox"/> requires monitoring in the next grade – has not met expectations – at risk <input type="checkbox"/> has been referred to the School Based Team for further testing – at risk	<input type="checkbox"/> should not require ongoing support – not at risk <input type="checkbox"/> requires monitoring in the next grade – has not met expectations – at risk <input type="checkbox"/> has been referred to the School Based Team for further testing – at risk	<input type="checkbox"/> should not require ongoing support – not at risk <input type="checkbox"/> requires monitoring in the next grade – has not met expectations – at risk <input type="checkbox"/> has been referred to the School Based Team for further testing – at risk

### Literacy Screen

Please note that the Literacy Screens are not required in FDK-1, but are recommended – particularly if a student is struggling.

Test	June FDK-Y1	June FDK-Y2	June Grade 1	June Grade 2
Oral Language Screen	/15	/15	/15	/15
Concepts About Print	/11	/11	/11	/11
Letter Recognition – Upper Case	/26	/26	/26	/26
Letter Recognition – Lower Case	/26	/26	/26	/26
Letter Sound Correspondence	/26	/26	/41	/41
Phonological Awareness	Word Level	/10	/10	/10
	Syllable Level	/15	/15	/15
	Onset/ Rime Level	/15	/15	/15
	Phoneme Level	/10	/10	/10
Word Knowledge	25 High Frequency Word Test - FDK	/25	/25	/25
	50 High Frequency Word Test – FDK/1		/50	/50
	100 High Frequency Word Test – Gr. 1		/100	/100
	F & P Word Features List – Gr. 1		/30	/30
BAS Running Record Level				

### Numeracy Screens

Test	Fall	Spring
All About Numbers	All About Numbers FDK Year 1	/12
	All About Numbers FDK Year 2	/16
	All About Numbers Grade 1	/16
	All About Numbers Grade 2	





## Section 2: Oral Language Assessment

<b>MINIMUM STANDARDS</b>	
<b>Grade</b>	<b>Minimum Standard</b>
End of SK	7
Mid Grade 1	15

## Section 2: Oral Language Assessment

### ORAL LANGUAGE ASSESSMENT – ENGLISH & FRENCH IMMERSION

#### Why should I administer these assessments?

##### The Oral Language Assessment

The Oral Language Assessment provides information concerning strengths and weaknesses in what a student is able to listen to and understand of the complex structures of spoken English used by adults. It is a test of the student's receptive language. Many students have trouble mastering the structures of oral English, which inhibits their ability to listen, speak, read, and write effectively. This assessment provides a clear indication of the challenges facing language-deficient students, and the most appropriate action to assist them. This test is also relevant for all learners who are new to the language, up to five years from first learning English, regardless of age. The premise is that if a student has difficulty repeating words in a sentence, they are likely going to struggle formulating sentences that make sense, are syntactically correct and use varied vocabulary.

Not all students who are challenged by the structures of oral English come from a non-English-language background. In fact, research indicates that a significant number of disadvantaged, native-English speaking students are challenged by the structures of oral English. They, too, must be placed on an instructional sequence with an emphasis on oral-language development both within the literacy block and throughout the school day.

#### How do I administer it?

1. Be sure you have the student's full attention throughout this assessment. If attention should wander, gently redirect the student back to the task before moving to the next sentence.

2. Familiarize the student with the testing procedure. Tell the student, *I am going to read some sentences, and I would like you to say exactly what I say. Let's begin*

■ *Sally is walking to her house.* **(Student repeats the sentence)**

Very good. Let's try this one.

■ *Where are you going?* **(Student repeats the sentence)**

Okay. Say these . . . .

3. Read each sentence to the student ***using the phrasing indicated by the bold italics***. Speak clearly, with natural tone and pace.

***Procedure:*** Begin at Set 1. Administer the sentences in order from 1 to 5. ***Record the student's repetition of the sentences directly on the scoring sheet, much as one would record a reading record.*** Continue to Set 2 and Set 3 in the same way.

#### How do I score it?

Score one point for each sentence repeated correctly *in every detail*.



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## ORAL LANGUAGE ASSESSMENT – Version B

Student's Name:

Grade:

Date:

### Set 1

1. *The puppy's tail* is curly.

2. *Mommy* is baking a cake.

3. *The teacher told them* a story.

4. *There are the children.*

5. *She's eating her lunch* slowly.

SUBTOTAL \_\_\_\_/5

### Set 2

6. *The red bike over there* used to be *my uncle's*.

7. *The girl in the car* is waving *her hand*.

8. *Over the weekend* Jane bought us some cookies.

9. *Here are the machines that dig* the big holes.

10. *The bird built a nest* high in the tree.

SUBTOTAL \_\_\_\_/5

### Set 3

11. *Be careful when you are crossing* the busy highway.

12. *The bear and her cubs* were looking *for berries*.

13. *The naughty puppy* chewed my sister's *new blue hat*.

14. *There are the toys* that we were playing with *at my house*.

15. *My friends like to play* games *on our computer*.

SUBTOTAL \_\_\_\_/5

At Risk Cut-Off Scores: JK – 0-4; SK – 0-7; Gr. 1 0-8

Total Score for this Student: \_\_\_\_/15

Student is At-Risk:  Yes  No

## Resource Page

### Oral Language

Title	Author(s)/Copyright	Page(s)
Language Development	The WiLEARNs Website	
Effective Techniques for Developing Speaking and Listening Skill	Kindergarten Teacher's Resource Book	201, 202, 206, 209, 227
Oral Language at Your Fingertips Kindergarten and the Primary Grades	<i>OSLA The Ontario Association of Speech-Language Pathologists and Audiologists</i>	
RTI in Action – Oral Language Activities for K-2 Classrooms	Froma Roth, Dorothy Dougherty, Diane Paul, & Deborah Adamczyk <i>American Speech-Language-Hearing Association</i>	
Literacy Beginnings – A Prekindergarten Handbook	Gay Su Pinnell & Irene C. Fountas <i>Heinemann</i>	355
The Continuum of Literacy Learning – Grades PreK-8 A Guide to Teaching (Second Edition)	Gay Su Pinnell & Irene C. Fountas <i>Heinemann</i>	188-209 & Section for your grade
When Readers Struggle: Teaching that Works	Gay Su Pinnell & Irene C. Fountas <i>Heinemann</i>	129-173

Websites	
<a href="http://oral-language.newteachercenter.org">http://oral-language.newteachercenter.org</a>	New Teacher Center Oral Language Development
<a href="http://www.colorincolorado.org/educators/oral_language/">www.colorincolorado.org/educators/oral_language/</a>	Color in Colorado
<a href="http://www.oise.utoronto.ca/balancedliteracydiet/Oral_Language_ELL.html">http://www.oise.utoronto.ca/balancedliteracydiet/Oral_Language_ELL.html</a>	OISE – Teaching Oral Language
<a href="http://www.readingrockets.org/article/young-childrens-oral-language-development">http://www.readingrockets.org/article/young-childrens-oral-language-development</a>	Reading Rockets
<a href="http://www.edu.gov.mb.ca/k12/cur/ela/list_speak/listening_speaking.pdf">http://www.edu.gov.mb.ca/k12/cur/ela/list_speak/listening_speaking.pdf</a>	Manitoba Ministry of Education
<a href="http://www.edugains.ca/resourcesFSL/PDF/Prologue/Prologue_AcquisitionOfOralLanguage.pdf">http://www.edugains.ca/resourcesFSL/PDF/Prologue/Prologue_AcquisitionOfOralLanguage.pdf</a>	Ontario Ministry of Education - Edugains

### Section 3: Phonological Awareness: A Sound Beginning

#### Tests of Phonological Awareness

- Word Level
- Syllable Level
- Onset/Rime Level
- Phoneme Level

<b>END OF YEAR BENCHMARK – ENGLISH</b>					
<b>Test</b>	<b>End of Year Benchmark</b>				
	<b>FDK Yr 1</b>	<b>FDK Yr 2</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>
Word Level	7-10	8-10	9-10	10	10
Syllable Level	13-15	14-15	14-15	15	15
Onset/Rime Level	13-15	14-15	14-15	15	15
Phoneme Level	9-10	8-10	9-10	10	10

<b>END OF YEAR BENCHMARK – FRENCH IMMERSION</b>					
<b>Test</b>	<b>End of Year Benchmark</b>				
	<b>FDK Yr 1</b>	<b>FDK Yr 2</b>	<b>Gr. 1</b>	<b>Gr. 2</b>	<b>Gr. 3</b>
Word Level	7-10	8-10	9-10	10	10
Syllable Level	13-15	14-15	14-15	15	15
Onset/Rime Level	13-15	14-15	14-15	15	15
Phoneme Level	9-10	8-10	9-10	10	10

## Section 3: Phonological Awareness: A Sound Beginning

### PHONOLOGICAL AWARENESS: A SOUND BEGINNING

#### Why should I administer these assessments?

Numerous studies have demonstrated the importance of phonological awareness as the foundation for decoding and, therefore, for fluent reading. ***Without some degree of phonological awareness development, skilled decoding is unlikely to develop at all.*** The understanding that sounds in speech can be broken apart and blended together is necessary to make connections between speech and print. Without the ability to think about the individual sounds in words, matching sounds to letters and decoding words becomes extremely difficult. To benefit from phonics instruction, in which children are taught to make these letter-sound connections, a child must first have a fundamental level of phonological awareness. **Performance on phonological awareness tasks has been shown to be an excellent predictor of later reading ability or disability.** Improving phonological awareness usually improves reading ability.

Effective assessment and instruction should address the various levels of phonological awareness development: Word, Syllable, Onset-Rime, and Phoneme. The assessment tools included in this section will assess each of these areas to give you detailed information about exactly which skills the student is lacking, which must be addressed through instruction.

## Section 3: Phonological Awareness: A Sound Beginning

### WORD LEVEL

#### **PHONOLOGICAL AWARENESS: A SOUND BEGINNING – WORD LEVEL**

##### **Materials needed:**

- A paper copy of the test.

##### **How do I administer it?**

- The teacher sits beside the student and reads the directions written in bold.
- Begin with the practice item. Regardless of the student's response, proceed with the first test item.  
**Do not give feedback.**
- Read the test items in sentences, as indicated; record the student's response as correct (+) or incorrect (-).

##### **How do I score it?**

- Add the number of correct items for each of the three skills.
- There are no standards to compare the scores against for these tests; use your professional judgment when deciding if a student needs further instruction in one or more of the areas tested. The following is a suggested guideline: Student who scores less than 4 on a subtest may need to review and practice the skill further; student who scores less than 3 will need more intense instruction in those areas.



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## A SOUND BEGINNING – PHONOLOGICAL AWARENESS ASSESSMENT: WORD LEVEL

Student's Name:

Grade:

Date:

### Skill: Tapping Words

**Directions:** Say words in bold to student. **In this word game, I want you to tap one time for every word you hear in my sentence. So, if I say, "An apple is red," you tap like this.** (Model saying the sentence and tapping 4 times.) **Now you try.** Repeat with practice item and provide corrective feedback as needed. Do not provide corrective feedback on text items.

**Practice Item:** "The little frog is jumping."

Test Items	Answers	(+/-)
1. Sue is my friend.	4 TAPS	
2. My mother is calling me.	5 TAPS	
3. The dog is chasing the kittens.	6 TAPS	
4. The boy is running.	4 TAPS	
5. She is wearing a purple jacket.	6 TAPS	
<b>WORD TAPPING SCORE</b>		___/5

### Skill: Deleting Words

**Practice Item:** Say COWBOY. Now say COWBOY without saying BOY.

Test Items	Answers	(+/-)
1. Say SAILBOAT. Now say SAILBOAT without saying SAIL.	BOAT	
2. Say APPLESAUCE. Now say APPLESAUCE without saying SAUCE.	APPLE	
3. Say SIDEWALK. Now say SIDEWALK without saying SIDE.	WALK	
4. Say SUNSHINE. Now say SUNSHINE without saying SUN.	SHINE	
5. Say CUPCAKE. Now say CUPCAKE without saying CAKE.	CUP	
<b>WORD DELETION SCORE</b>		___/5
<b>TOTAL WORD LEVEL SCORE</b>		___/10





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## FRENCH IMMERSION - A SOUND BEGINNING – PHONOLOGICAL AWARENESS ASSESSMENT: WORD LEVEL

**Student's Name:**

**Grade:**

**Date:**

### Skill: Taper les mots

L'élève tape dans ses mains ou sur la table une fois pour chaque mot d'une phrase.

**Instructions: Dis à l'élève:** *Pendant ce jeu, je veux que tu tapes sur la table chaque fois que tu entends un mot dans la phrase. Alors, si je dis, « La pomme est rouge. » tu vas taper comme ceci. (Modèle comment dire la phrase en tapant chaque mot.) Maintenant, essaie-le. (Aide l'enfant qui trouve ce jeu difficile avant de commencer le test).*

**Phrase pour pratiquer:** « Le petit chien aime manger. »

Test	Réponses	(+/-)
1. Le bateau blanc flotte.	4 TAPES	
2. J'aime jouer à la balle.	5 TAPES	
3. Le petit garçon mange une pomme.	6 TAPES	
4. La fleur est orange.	4 TAPES	
5. La fille porte un manteau rose.	6 TAPES	
<b>Le total pour le sous-test – Taper les mots</b>		<b>___/5</b>

### Skill: Enlever un mot

**Instructions: Dis à l'élève:** *Nous allons jouer un jeu avec les mots. Je vais te dire un mot et tu vas le répéter. Ensuite, je vais te demander d'enlever une partie du mot et tu vas me dire le reste du mot.*

**Phrase pour pratiquer:** « GRAND-PÈRE, maintenant dis GRAND-PÈRE sans dire GRAND. »

Test	Réponses	(+/-)
1. Dis AUTOMOBILE. Maintenant dis AUTOMOBILE sans dire AUTO.	MOBILE	
2. Dis CASSE-TÊTE. Maintenant dis CASSE-TÊTE sans dire TÊTE.	CASSE	
3. Dis APRÈS-MIDI. Maintenant dis APRÈS-MIDI sans dire APRÈS .	MIDI	
4. Dis GRAND-MAMAN. Maintenant dis GRAND-MAMAN sans dire GRAND.	MAMAN	
5. Dis TAILLE-CRAYON. Maintenant dis TAILLE-CRAYON sans dire CRAYON.	TAILLE	
<b>Le total pour le sous-test – Enlever un mot</b>		<b>___/5</b>
<b>TOTAL POUR LA CONSCIENCE DES MOTS</b>		<b>___/10</b>

## Section 3: Phonological Awareness: A Sound Beginning

### SYLLABLE LEVEL

#### **PHONOLOGICAL AWARENESS: A SOUND BEGINNING – SYLLABLE LEVEL**

##### **Materials needed:**

- A paper copy of the test.

##### **How do I administer it?**

- The teacher sits beside the student and reads the directions written in bold.
- Begin with the practice item. Regardless of the student's response, proceed with the first test item.  
**Do not give feedback.**
- Read the test items in syllables, as indicated; record the student's response as correct (+) or incorrect (-).

##### **How do I score it?**

- Add the number of correct items for each of the three skills.
- There are no standards to compare the scores against for these tests; use your professional judgment when deciding if a student needs further instruction in one or more of the areas tested. The following is a suggested guideline: Student who scores less than 4 on a subtest may need to review and practice the skill further; student who scores less than 3 will need more intense instruction in those areas.



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## A SOUND BEGINNING – PHONOLOGICAL AWARENESS ASSESSMENT: SYLLABLE LEVEL

<b>Student's Name:</b>	<b>Grade:</b>	<b>Date:</b>
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### Skill: Blending Syllables

**Directions:** For each item, say each word with a clearly discernible pause between syllables. **I'm going to say a word one part at a time. I want you to listen carefully, then put the parts together to make a whole word. Ready? Let's try one.**

**Practice Item:** What word do these sounds make? 'can-dy' [candy]

Test Items	Answers	(+/-)
1. tea-cher	teacher	
2. hopp-ing	hopping	
3. va-ca-tion	vacation	
4. mo-tor-cy-cle	motorcycle	
5. re-fri-ger-a-tor	refrigerator	

**BLENDING SYLLABLES SCORE**    \_\_\_/5

### Skill: Tapping Syllables

**Directions:** Follow the procedures for tapping words in the previous section. Begin by modeling how to tap the syllables in the child's name. **We can tap the parts of your name.** [Model using child's name.]

**Now you tap the parts in your name. Let's try another one.**

**Practice Item:** COMPUTER [3 taps]

Test Items	Answers	(+/-)
1. ALLIGATOR	4 taps	
2. PAPER	2 taps	
3. JUMP	1 tap	
4. DINOSAUR	3 taps	
5. BASKET	2 taps	

**TAPPING SYLLABLES SCORE**    \_\_\_/5

### Skill: Deleting Syllables

**Practice Item:** Say WONDER. Now say WONDER without saying DER.

Test Items	Answer Given	(+/-)
1. Say SANDWICH. Now say SANDWICH without saying SAND.	(WICH)	
2. Say PENCIL. Now say PENCIL without saying CIL.	(PEN)	
3. Say ELBOW. Now say ELBOW without saying EL.	(BOW)	
4. Say ANSWERING. Now say ANSWERING without saying ING.	(ANSWER)	
5. Say REMEMBER. Now say REMEMBER without saying RE.	(MEMBER)	

**GENERATING RHYMES SCORE**    \_\_\_/5

**TOTAL SYLLABLE LEVEL SCORE**    \_\_\_/15



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## FRENCH IMM - A SOUND BEGINNING – PHONOLOGICAL AWARENESS ASSESSMENT: SYLLABLE LEVEL

<b>Student's Name:</b>	<b>Grade:</b>	<b>Date:</b>
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### Skill: La fusion des syllables

**Instructions:** Dis les mots à l'élève en marquant une pause entre chaque syllabe. **Dis à élève:** *Pendant ce jeu, ce je vais te dire un mot une syllabe à la fois. Je veux que tu écoutes très attentivement et que tu mettes les syllabes ensemble pour faire un mot. Tu es prêt(e)? Essayons un mot ensemble.*

**Mot d'essai:** « ba – teau » [bateau]

Test	Réponses	(+/-)
1. gar – çon	garçon	
2. mar – cher	marcher	
3. bro – co – li	brocoli	
4. té – lé – vi – sion	television	
5. lo – co – mo – ti – ve	locomotive	
<b>Le total pour le sous-test – La fusion des syllables</b>		<b>___/5</b>

### Skill: Taper les syllables

**Instructions:** Modèle pour l'élève comment taper les syllables en utilisant son nom comme exemple. **Dis à l'élève :** *Pendant ce jeu, tu vas taper les syllables de ton nom et ensuite tu vas le faire avec des mots. Voici comment tu vas taper ton nom (utilise le nom de l'élève). Maintenant, essaie-le. Essayons un autre exemple.*

**Mot d'essai:** « parapluie » (3 tapes)

Test	Réponses	(+/-)
1. ORDINATEUR	4 tapes	
2. BÉBÉ	2 tapes	
3. CHIEN	1 tape	
4. CHOCOLAT	3 tapes	
5. PAPIER	2 tapes	
<b>Le total pour le sous-test – Taper les syllables</b>		<b>___/5</b>

### Skill: Enlever une syllable

**Instructions :** **Dis a l'élève:** *Nous allons jouer un jeu avec les sons. Je vais te dire un mot et tu vas le répéter. Ensuite, je vais te demander d'enlever un son dans le même mot et tu vas me dire le reste du mot.*

**Mot d'essai:** Dis: « **BALLON**, maintenant dis **BALLON** sans dire le ba. » **(LON)**

Test	Réponses	(+/-)
1. Dis: <b>SAPIN</b> , maintenant dis <b>SAPIN</b> sans dire le sa.	(PIN)	
2. Dis: <b>MORCEAU</b> , maintenant dis <b>MORCEAU</b> sans dire le ceau.	(MOR)	
3. Dis: <b>GARÇON</b> , maintenant dis <b>GARÇON</b> sans dire le gar.	(ÇON)	
4. Dis: <b>BEAUTÉ</b> , maintenant dis <b>BEAUTÉ</b> sans dire le té.	(BEAU)	
5. Dis: <b>INVISIBLE</b> , maintenant dis <b>INVISIBLE</b> sans dire le in.	(VISIBLE)	
<b>Le total pour le sous-test – Enlever les syllables</b>		<b>___/5</b>

<b>TOTAL POUR LA CONSCIENCE DES SYLLABLES</b>	<b>___/15</b>
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## Section 3: Phonological Awareness: A Sound Beginning

### ONSET/RIME LEVEL

#### **PHONOLOGICAL AWARENESS: A SOUND BEGINNING – ONSET/RIME LEVEL**

##### **Materials needed:**

- A paper copy of the test.

##### **How do I administer it?**

- The teacher sits beside the student and reads the directions written in bold.
- Begin with the practice item. Regardless of the student's response, proceed with the first test item.  
**Do not give feedback.**
- Read the test items in syllables, as indicated; record the student's response as correct (+) or incorrect (-).

##### **How do I score it?**

- Add the number of correct items for each of the three skills.
- There are no standards to compare the scores against for these tests; use your professional judgment when deciding if a student needs further instruction in one or more of the areas tested. The following is a suggested guideline: Student who scores less than 4 on a subtest may need to review and practice the skill further; student who scores less than 3 will need more intense instruction in those areas.



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## A SOUND BEGINNING – PHONOLOGICAL AWARENESS ASSESSMENT: ONSET/RIME LEVEL

**Student's Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Skill: Matching Rhymes

**Practice Item:** Do these two words rhyme: sack/black? Do these two words rhyme: beat/bean?

Test Items	Answers	(+/-)
1. Do these two words rhyme? hill/still	YES	
2. Do these two words rhyme? drip/drop	NO	
3. Do these two words rhyme? jump/bump	YES	
4. Do these two words rhyme? dock/rock	YES	
5. Do these two words rhyme? day/cake	NO	
<b>MATCHING RHYMES SCORE</b>		___/5

### Skill: Blending Onsets and Rimes

**Practice Item:** What word do these sounds make? n-ote

Test Items	Answers	(+/-)
1. f-an	FAN	
2. s-ip	SIP	
3. c-at	CAT	
4. st-op	STOP	
5. d-ance	DANCE	
<b>BLENDING ONSETS AND RIMES SCORE</b>		___/5

### Skill: Generating Rhymes

**Practice Item:** Tell me a word that rhymes with *sat*. (Accept any rhyming word or pseudoword.)

Test Items	Answer Given	(+/-)
1. Tell me a word that rhymes with <i>mop</i> .		
2. Tell me a word that rhymes with <i>run</i> .		
3. Tell me a word that rhymes with <i>name</i> .		
4. Tell me a word that rhymes with <i>tip</i> .		
5. Tell me a word that rhymes with <i>sell</i> .		
<b>GENERATING RHYMES SCORE</b>		___/5

**TOTAL SYLLABLE LEVEL SCORE**      \_\_\_/15



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## FRENCH IMMERSION - A SOUND BEGINNING – PHONOLOGICAL AWARENESS ASSESSMENT: ONSET/RIME LEVEL

Student's Name:

Grade:

Date:

### Skill: Reconnaître des rimes

**Mot d'essai:** Dis: *Est-ce que les deux mots suivants riment : lune/prune? Est-ce que les deux mots suivants riment : lire/lime?*

Test	Réponses	(+/-)
1. Est-ce que les deux mots suivants riment : <b>mère/frère?</b>	OUI	
1. Est-ce que les deux mots suivants riment : <b>lire/lance?</b>	NON	
1. Est-ce que les deux mots suivants riment : <b>douche/couche?</b>	OUI	
1. Est-ce que les deux mots suivants riment : <b>beau/chaud?</b>	OUI	
1. Est-ce que les deux mots suivants riment : <b>souper/tapis?</b>	NON	
<b>Le total pour le sous-test - Reconnaître des rimes</b>		___/5

### Skill: Fusion de l'attaque et la rime pour former un mot

**Mot d'essai:** Dis: *Devine le mot caché en ajoutant les sons suivant ensemble.*

Test	Réponses	(+/-)
1. j-eu	JEU	
2. t-oi	TOI	
3. v-ert	VERT	
4. sp-ort	SPORT	
5. d-anse	DANSE	
<b>Le total pour le sous-test – Fusion de l'attaque et la rime</b>		___/5

### Skill: Production de rimes

**Mots d'essai:** Dis: *Dis-moi un mot qui rime avec beau.* (accepte tout ce qui rime avec beau)

Test	Réponses	(+/-)
1. Dis-moi un mot qui rime avec <b>loup.</b>		
2. Dis-moi un mot qui rime avec <b>chanter.</b>		
3. Dis-moi un mot qui rime avec <b>mouton.</b>		
4. Dis-moi un mot qui rime avec <b>roi.</b>		
5. Dis-moi un mot qui rime avec <b>lapin.</b>		
<b>Le total pour le sous-test – Production de rimes</b>		___/5

**TOTAL POUR LA CONSCIENCE DES RIMES**      \_\_\_/15

## Section 3: Phonological Awareness: A Sound Beginning

### PHONEME LEVEL

#### **PHONOLOGICAL AWARENESS: A SOUND BEGINNING – PHONEME LEVEL**

##### **Materials needed:**

- A paper copy of the test.

##### **How do I administer it?**

- The teacher sits beside the student and reads the directions written in bold.
- Be sure to pause briefly but discernibly between segmented sounds. You may repeat sounds if requested by the student.
- If the student's response is correct, move on; if incorrect, give corrective feedback. Proceed with the first test item; do not provide feedback for these items.
- Read the test items in parts, as indicated; record the student's response as correct (+) or incorrect (-).
- Stop administering when the child misses 5 items in a row.

##### **How do I score it?**

- Add the number of correct items for each of the three skills.
- There are no standards to compare the scores against for these tests; use your professional judgment when deciding if a student needs further instruction in one or more of the areas tested. The following is a suggested guideline: Student who scores less than 4 on a subtest may need to review and practice the skill further; student who scores less than 3 will need more intense instruction in those areas.





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## A SOUND BEGINNING – PHONOLOGICAL AWARENESS ASSESSMENT: PHONEME LEVEL

**Student's Name:**

**Grade:**

**Date:**

### Skill: Blending Phonemes

**Directions:** Stop administering when child misses 5 items in a row. Segment sounds as indicated by a (-) in each item. Be sure to pause briefly but discernibly between segmented sounds. If the child asks you to repeat the sounds, you may do so.

If the child says the sounds separately (e.g., m-e, rather than me) prompt by saying, **Try to say the sounds altogether as a real word.** This prompt may be used as often as needed on practice items only.

**Practice Item:** I'm going to say a word in small parts. I will say one part of the word at a time. I want you to listen carefully, then put the parts together to make a whole word. Ready? Let's try one. What word to these sounds make? 'l-i-p'

If correct: **That's right. Let's try the next one.**

If incorrect: **That's not quite right. When you put 'l-i-p' together, it makes 'lip.' Let's try the next one.**

Continue to give corrective feedback as above. **What word do these sounds make: i-t? What word do these sounds make: m-a-t?**

**Let's try some more words. Each time, I will say a word one part at a time. Listen carefully and put the parts together to make a whole word.**

Test Items (provide no more feedback)	Answers	(+/-)
1. n-o	no	
2. i-f	if	
3. sh-e	she	
4. s-u-n	sun	
5. c-a-p	cap	
6. b-o-th	both	
7. f-a-s-t	fast	
8. j-u-m-p	jump	
9. s-t-a-r-t	start	
10. s-p-l-a-sh	splash	
<b>BLENDING PHONEMES SCORE</b>		<b>____/10</b>



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## FRENCH IMMERSION A SOUND BEGINNING – PHONOLOGICAL AWARENESS ASSESSMENT: PHONEME LEVEL

**Student's Name:**

**Grade:**

**Date:**

### Skill: La fusion des phonèmes

**Instructions:** Arrête l'administration de cette évaluation un fois que l'élève ne réussit pas à bien dire 5 mots consécutifs. Segmente les sons comme indiqué par le tiret (-). Prends une petite pause entre les sons. Si l'élève te demande de répéter les sons, tu peux le faire.

Si l'élève nomme les sons au lieu du mot (m-e, au lieu de dire me), tu peux l'aider en disant : Prononce les sons ensemble pour faire un mot. Tu peux seulement utiliser cette phrase pour les mots de pratique.

**Dis à l'élève :** Pendant ce jeu, je vais te dire un mot un son à la fois. Je veux que tu écoutes très attentivement et que tu mettes les sons ensemble pour faire un mot. Tu es prêt(e)? Essayons un mot. Quel mot peux-tu former d'après les sons suivants? s – a – c (sac)

Si la réponse est correcte : **Bravo! Essayons le prochain exemple. l – a (la)**

Si la réponse n'est pas correct : **Ce n'est pas exactement la bonne réponse. Si je mets s – a – c ensemble, ça fait le mot sac. Essayons le prochain exemple l – a (la).**

Chaque fois que tu entends les sons, écoute attentivement et nomme le mot.

Test	Réponses	(+/-)
1. c-e	ce	
2. b-on	bon	
3. ch-at	chat	
4. au-t-o	auto	
5. a-m-i	ami	
6. c-l-é	clé	
7. c-a-d-eau	cadeau	
8. p-oi-ss-on	poisson	
9. s-ou-r-is	souris	
10. ch-e-v-a-l	cheval	
<b>TOTAL POUR LA FUSION DES PHONÈMES</b>		<b>____/10</b>

## Resource Page

### Phonological Awareness

Title	Author(s)/Copyright	Page(s)
Ideas and Activities for Developing Phonological Awareness Skills	A Teacher Resource Supplement to the Virginia Early Intervention Reading Initiative <a href="http://www.readingfirst.virginia.edu/">http://www.readingfirst.virginia.edu/</a>	Section 3 1-51
Phonological Awareness Assessment and Instruction – A Sound Beginning	Holly B. Lane & Paige C. Pullen <i>Pearson</i>	367, 368, 385, 369, 370-380, 387, 388-403
Literacy Beginnings – A Prekindergarten Handbook	Gay Su Pinnell & Irene C. Fountas <i>Heinemann</i>	88-96, 184-193
The Continuum of Literacy Learning – Grades PreK-8 A Guide to Teaching (Second Edition)	Gay Su Pinnell & Irene C. Fountas <i>Heinemann</i>	212-235 & Section for your grade
Word Awareness	Kindergarten Teacher’s Resources Book	134-145
Sound Awareness	Kindergarten Teacher’s Resources Book	146-153
Purposeful Play for Early Childhood Phonological Awareness	Hallie Kay Yopp & Ruth Helen Yopp <i>Shell Education</i>	
When Readers Struggle: Teaching that Works	Gay Su Pinnell & Irene C. Fountas <i>Heinemann</i>	174-290
Guided Reading: Good First Teaching for All Children	Fountas and Pinnell (1996)	163-176
Websites		
<a href="http://www.abcya.com">www.abcya.com</a>	ABCYA	
<a href="http://pbskids.org/island/preview/games-phonemicawareness.html">http://pbskids.org/island/preview/games-phonemicawareness.html</a>	PBS Kids Island	
<a href="http://www.phonologicalawareness.org/">http://www.phonologicalawareness.org/</a>	Phonological Awareness	
<a href="http://www.ldonline.org/article/6254/">http://www.ldonline.org/article/6254/</a>	LD Online – Phonological Awareness	
<a href="http://www.oise.utoronto.ca/balancedliteracydiet/Phonemic_Awareness.html">http://www.oise.utoronto.ca/balancedliteracydiet/Phonemic_Awareness.html</a>	OISE UT – Phonemic Awareness	
<a href="http://www.fcrr.org">www.fcrr.org</a>	Florida Center for Reading Research	
<a href="http://www.starfall.com">www.starfall.com</a>	Starfall	
<a href="http://www.readingrockets.org/helping/target/phonologicalphonemic">http://www.readingrockets.org/helping/target/phonologicalphonemic</a>	Reading Rockets	

## Section 4: Letter Identification

<b>END OF YEAR BENCHMARK - ENGLISH</b>					
<b>Test</b>	<b>End of Year Benchmark</b>				
	FDK Yr 1	FDK Yr 2	Gr. 1	Gr. 2	Gr. 3
Letter Identification	43-54	53-54	53-54	54	54

<b>END OF YEAR BENCHMARK – FRENCH IMMERSION</b>					
<b>Test</b>	<b>End of Year Benchmark</b>				
	FDK Yr 1	FDK Yr 2	Gr. 1	Gr. 2	Gr. 3
Letter Identification	43-54	53-54	54	54	54

## Section 4: Letter Identification

### LETTER IDENTIFICATION ASSESSMENT

#### **Why should I administer these assessments?**

The Letter Identification Assessment helps teachers identify which upper- and lowercase letters a student knows as well as the student's preferred mode of identification (by naming the letter, by making the sound or by naming a word that begins with the sound). A child beginning literacy education in English will encounter 26 lowercase letters, 26 uppercase letters and two common ways of writing "a" and "g".

#### **Materials Needed:**

- Student copy of Letter Identification sheet
- Letter Identification score sheet
- Letter Cards (if required)

#### **How do I Administer it?**

1. To ensure this is a standard task, and the same for each student, have the student read across the lines so that the letters are treated in a random order. Use a blank piece of card stock to help focus on specific lines. The letter cards may be used for students requiring less visual stimuli.
2. This observation should take between 5 and 10 minutes.
3. Use only the questions below to get the child to respond to the letters. Do not ask only for the sounds or names or for words that begin with the letter or sound. The task is designed to find out which alphabetic symbols the children are noticing. *A name, or sound, or word beginning with the letter or sound, are all acceptable signs that the child is identifying a letter in some way, and that is the first hurdle.* Attaching a second or third label to the letter will be easy once the letter has been distinguished from all other letters.

#### **To introduce the task:**

- What do you call these? Can you find some that you know?

#### **Point to each letter in horizontal lines:**

- What is this one?

#### **If a child does not response use one or more of these questions:**

- Do you know its name? What sound does it make? Do you know a word that starts like that?

#### **Then moving on to other letters:**

- What is this? And this?

**Suggestion:** If the child hesitates, start with the first letter of his name, and then go to the first line. Point to every letter in turn to keep the child's attention on the task and work across the lines. Use a blank piece of card stock to help focus on specific lines.

#### **How do I score it?**

1. Use the Letter Identification Score Sheet and mark the A column for an alphabetical response, the S column for sound, or the Word column for a word beginning with that letter. Record what the child says when the response is incorrect in the I.R. column (for Incorrect Response).
2. Score as correct:
  - Either an alphabet name
  - A sound that is acceptable for that letter
  - A response which says "...it begins like..." giving a word for which that letter is the initial letter or sound.
3. Find the subtotals for each kind of response – alphabetical, sound and word beginning.
4. Total the child's score by adding all three types of response together.
5. On the scoring sheet, you will notice a section to write notes regarding: Confusions (i.e. "b" for "d"), Letters Unknown and Comments (i.e. hesitations or reciting alphabet from beginning to identify an unknown letter).



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## LETTER IDENTIFICATION SCORE SHEET

Name:

Grade:

Date:

	A	S	Word	I.R.		A	S	Word	I.R.
A					a				
F					f				
K					k				
P					p				
W					w				
Z					z				
B					b				
H					h				
O					o				
J					j				
U					u				
					a				
C					c				
Y					y				
L					l				
Q					q				
M					m				
D					d				
N					n				
S					s				
X					x				
I					i				
E					e				
G					g				
R					r				
V					v				
T					t				
					g				
				<b>Totals</b>					<b>Totals</b>

Confusions:

Letters Unknown:

Comment:

**Recording:**

A Alphabet response:

tick (✓)

S Letter-sound response:

tick (✓)

Word Record the word the child gives

I.R. Incorrect response:

Record what the child says

**TOTAL SCORE**

/54



**A**

**B**

**C**

**D**

**E**

**F**

**G**

**H**

**I**

**J**

**K**

**L**



M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

a

a

b

c

d

e

f

g

gg

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z

<b>A</b>	<b>F</b>	<b>K</b>	<b>P</b>	<b>W</b>	<b>Z</b>	<b>B</b>
<b>H</b>	<b>O</b>	<b>J</b>	<b>U</b>	<b>C</b>	<b>Y</b>	<b>L</b>
<b>Q</b>	<b>M</b>	<b>D</b>	<b>N</b>	<b>S</b>	<b>X</b>	<b>I</b>
<b>E</b>	<b>G</b>	<b>R</b>	<b>V</b>	<b>T</b>		
<b>a</b>	<b>f</b>	<b>k</b>	<b>p</b>	<b>w</b>	<b>z</b>	<b>b</b>
<b>h</b>	<b>o</b>	<b>j</b>	<b>u</b>	<b>a</b>	<b>c</b>	<b>y</b>
<b>l</b>	<b>q</b>	<b>m</b>	<b>d</b>	<b>n</b>	<b>s</b>	<b>x</b>
<b>i</b>	<b>e</b>	<b>g</b>	<b>r</b>	<b>v</b>	<b>t</b>	<b>g</b>

## Resource Page

### Letter Identification

Name	Copyright	Page(s)
Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read	Frank Smith <i>L. Erlbaum Associates</i>	
Phonics & Word Work (K to Grade 2) Grade 1 Bundle Grade 2 Bundle	Fountas & Pinnell <i>Heinemann</i>	
An Observation Survey	Marie Clay (2002)	82-119
When Readers Struggle: Teaching that Works	Gay Su Pinnell & Irene C. Fountas <i>Heinemann</i>	174-290
Guided Reading: Good First Teaching for All Children	Fountas and Pinnell (1996)	163-176

### Websites

<a href="http://www.getreadytoread.org">www.getreadytoread.org</a>	Get Ready to Read
<a href="http://www.abcya.com">www.abcya.com</a>	ABCYA
<a href="http://www.readingbear.org">www.readingbear.org</a>	Reading Bear
<a href="http://www.oxfordowl.co.uk">www.oxfordowl.co.uk</a>	Oxford Owl
<a href="http://www.ictgames.com/literacy.html">www.ictgames.com/literacy.html</a>	ICT Games
<a href="http://pbskids.org/games/reading/">http://pbskids.org/games/reading/</a>	PBS Kids
<a href="http://www.fcrr.org">www.fcrr.org</a>	Florida Center for Reading Research
<a href="http://www.starfall.com">www.starfall.com</a>	Starfall
<a href="http://www.readwritethink.org/classroom-resources/lesson-plans/apple-building-letter-recognition-132.html?tab=4">http://www.readwritethink.org/classroom-resources/lesson-plans/apple-building-letter-recognition-132.html?tab=4</a>	Read Write Think
<a href="http://www.readingrockets.org/article/alphabetic-principle">http://www.readingrockets.org/article/alphabetic-principle</a>	Reading Rockets
<a href="https://melrosecurriculum.wikispaces.com/file/view/Intervention+Activities+for+Letter+Naming+Fluency.pdf">https://melrosecurriculum.wikispaces.com/file/view/Intervention+Activities+for+Letter+Naming+Fluency.pdf</a>	
<a href="http://reading.uoregon.edu/big_ideas/au/au_what.php">http://reading.uoregon.edu/big_ideas/au/au_what.php</a>	University of Oregon – Big Ideas in Beginning Reading

## Section 5: Letter-Sound Correspondence

<b>END OF YEAR BENCHMARK - ENGLISH</b>					
<b>Test</b>	<b>End of Year Benchmark</b>				
	FDK Yr 1	FDK Yr 2	Gr. 1	Gr. 2	Gr. 3
Letter-Sound Correspondence	15	26-41	40-41	41	41

<b>END OF YEAR BENCHMARK – FRENCH IMMERSION</b>					
<b>Test</b>	<b>End of Year Benchmark</b>				
	FDK Yr 1	FDK Yr 2	Gr. 1	Gr. 2	Gr. 3
Letter-Sound Correspondence	n/a	24-36	36	36	36

## Section 5: Letter-Sound Correspondence

### LETTER-SOUND CORRESPONDENCE ASSESSMENT

#### **Why should I administer these assessments?**

The Letter-Sound Correspondence Assessment helps teachers assess student understanding of letter-sound correspondence. Having the ability to match letters and sounds helps children develop an understanding of words and spelling patterns. In establishing instructional priorities in the use of words and conventional spelling knowledge for each child in the early stages of literacy development, the teacher will use the letter/ sound identification assessment. This assessment identifies what individual children know specifically about letter/sound identification. Teachers' observations are crucial and critical factors informing their decisions about whom and when to assess.

#### **Materials Needed:**

- Letter-Sound Correspondence score sheet
- Letter Cards – one sets available – choose one set to use

#### **How do I Administer it?**

1. Administer the assessment to individual children. The assessment area should be quiet and free from major distractions. Sit beside the child. Seat the child comfortably in front of an appropriate height flat surface, such as a child's table.
2. Say to the child, I'm going to show you some letters and I want you to tell me the sound that each letter makes. Then, beginning with the first set of letters, ask the child to say the sound each letter makes as you point to it. Use a masking card to cover rows below the letter the child is looking at. For JK & SK Students – only use Sets 1-4, for Grade 1 & 2 Students – use all Sets (1-7).

#### **How do I score it?**

1. Use the Letter-Sound Correspondence Score Sheet and mark the answer sheet by putting a check if the student states the correct answer. If the student does not state the correct answer write I.R. and then note the sound that was stated.
2. Total the student's score by adding all of the correctly stated answers in the required sets.
3. On the scoring sheet, you will notice a section to write notes regarding: Confusions (i.e. "b" for "d"), Sounds Unknown and Other Observations.





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## ENGLISH LETTER-SOUND CORRESPONDENCE SCORE SHEET

Name:

Grade:

Date:

Prompt for Recall: Teacher points to a letter and says: "What sound does this/these letter(s) make?" Student says the letter sound.

Sets		Date	Date	Comments
1	s			<u>Confusions:</u>
	short a			
	t			
	short i			
	p			
	n			
2	k			<u>Sounds Unknown:</u>
	hard c			
	short e			
	h			
	r			
	m			
3	hard g			<u>Other Observations:</u>
	short o			
	short u			
	l (L)			
	f			
4	b			<u>Recording Key:</u>  <b>Check Mark</b> – Student produces sound.  <b>I.R.</b> – Incorrect Response – Student does not produce correct sound. Record what the child says.
	j			
	z			
	w			
	v			
	y			
	q (qu)			
x				

5	long e (ee)			<u>Assessment Instructions and Benchmarks:</u> <b>JK Students</b> <ul style="list-style-type: none"> <li>Assess only Sets 1-4</li> </ul> <p>The understanding is that the sounds are introduced throughout the year. Although there is no expectation that they are mastered, this assessment will provide data about what students know as the progress into SK.</p> <b>Kindergarten Students</b> <ul style="list-style-type: none"> <li>Assess only Sets 1-4</li> </ul>
	long o (oa)			
	long u (ue)			
	long i (ie)			
	long a (ai/ay)			
6	or			<p>Mastery of the first 4 sets of sounds is expected by the end of Kindergarten.</p> <b>Grade 1 Students</b> <ul style="list-style-type: none"> <li>Assess all Sets 1-7</li> </ul>
	sh			
	oo			
	ch			
	th (the)			
7	er			<p>Mastery of <b>all 7 sets</b> is expected by the end of Grade 1.</p> <b>Grade 2 Students</b> <ul style="list-style-type: none"> <li>Assess all Sets 1-7</li> </ul>
	ar			
	ou			
	oi			
	ow			
Total	/41			<p>Mastery of <b>all 7 sets</b> is expected by the end of Grade 1. Students who are continuing to have difficulty on this assessment will require additional support to master the sounds.</p>

**Note:** For data collection purposes, all student scores will be recorded as the number of correct response out of a total of 41. For student in JK and SK, the electronic flagging system will reflect the range of possible scores from 0-26.

**Set 1****s****\_a\_****t****\_i\_****p****n****Set 2****k****c****\_e\_****h****r****m****d**

**Set 3****g****\_o\_****\_u\_****l (L)****f****b****Set 4****j****z****w****v****y****qu****x****Set 5****e (ee)****o (oa)****u (ue)****i (ie)****a (ai/ay)****Set 6****or****sh****oo****ch****th**

<b>Set 7</b>	
<p><b>er</b></p> <p><b>ar</b></p> <p><b>ou</b></p> <p><b>oi</b></p> <p><b>ow</b></p>	

s	a	t	i	p	n
c	k	e	h	r	m
d	g	o	u	l	f
b	j	z	w	v	y
qu	x	ee	oa	ue	ie

ai

or

sh

oo

ch

th

er

ar

ou

oi

ow



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## FRENCH IMMERSION LETTER-SOUND CORRESPONDENCE SCORE SHEET

**Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Prompt for Recognition: Teacher says: « Montre-moi la letter qui fait le son \_\_\_\_\_. » Student points to letter.

Prompt for Recall : Teacher points to a letter and says: « Quel son fait cette letter? »

Student **says** the **letter sound**.

Sets		Date	Date	Comments
1	s			<u>Confusions:</u>
	a			
	t			
	m			
	i			
	l			
2	c/k			<u>Sounds Unknown:</u>
	e			
	n			
	r			
	d			
	o			
3	b			<u>Other Observations:</u>
	p			
	u			
	g			
	f			
	é			
4	v			<u>Recording Key:</u>  <b>Check Mark</b> – Student produces sound.  <b>I.R.</b> – Incorrect Response – Student does not produce correct sound. Record what the child says.
	z			
	y			
	x			
	h			
	j			



5	qu			<p><u>Assessment Instructions and Benchmarks:</u></p> <p><b>JK Students</b></p> <ul style="list-style-type: none"> <li>Assess only Sets 1-4</li> </ul> <p>The understanding is that the sounds are introduced throughout the year. Although there is no expectation that they are mastered, this assessment will provide data about what students know as the progress into SK.</p> <p><b>Kindergarten Students</b></p> <ul style="list-style-type: none"> <li>Assess only Sets 1-4</li> </ul> <p>Mastery of the first 4 sets of sounds is expected by the end of Kindergarten.</p> <p><b>Grade 1 Students</b></p> <ul style="list-style-type: none"> <li>Assess all Sets 1-7</li> </ul> <p>Mastery of <b>all 7 sets</b> is expected by the end of Grade 1.</p> <p><b>Grade 2 Students</b></p> <ul style="list-style-type: none"> <li>Assess all Sets 1-7</li> </ul> <p>Mastery of <b>all 7 sets</b> is expected by the end of Grade 1. Students who are continuing to have difficulty on this assessment will require additional support to master the sounds.</p>
	oi			
	ou			
	on			
	ch			
6	an/en			
	ô			
	eu			
7	in			
	à			
	un			
	ê/è			
Total	/36			

**Note:** For data collection purposes, all student scores will be recorded as the number of correct response out of a total of 36. For student in JK and SK, the electronic flagging system will reflect the range of possible scores from 0-24.

**Set 1****s****a****t****m****i****l****Set 2****c/k****e****n****r****d****o****Set 3****b****p****u****g****f****é****Set 4****v****z****y****x****h****j**

Set 5	Set 6
qu oi ou on ch	an/en ô eu

Set 7	
in à un ê/è	

s	a	t	m	i	l
c/k	e	n	r	d	o
b	p	u	g	f	é
v	z	y	x	h	j
qu	oi	ou	on	ch	an

en	ô	eu	in	à	un
ê	è				

## Resource Page

### Letter-Sound Correspondence

Name	Copyright	Page(s)
Memory Foundations for Reading: Visual Mnemonics for Sound/Symbol Relationships	Regina G. Richards <i>RET Center Press</i>	
An Observation Survey	Marie Clay (2002)	82-119
When Readers Struggle: Teaching that Works	Gay Su Pinnell & Irene C. Fountas <i>Heinemann</i>	174-290
Guided Reading: Good First Teaching for All Children	Fountas and Pinnell (1996)	163-176

Websites	
<a href="http://www.getreadytoread.org">www.getreadytoread.org</a>	Get Ready to Read
<a href="http://www.abcya.com">www.abcya.com</a>	ABCYA
<a href="http://www.readingbear.org">www.readingbear.org</a>	Reading Bear
<a href="http://www.ldonline.org/article/5893/">http://www.ldonline.org/article/5893/</a>	LD Online
<a href="http://aacliteracy.psu.edu/index.php/page/show/id/6/">http://aacliteracy.psu.edu/index.php/page/show/id/6/</a>	Penn State Literacy Instruction for Children with Special Needs
<a href="http://pbskids.org/games/reading/">http://pbskids.org/games/reading/</a>	PBS Kids
<a href="http://www.fcrr.org">www.fcrr.org</a>	Florida Center for Reading Research
<a href="http://www.starfall.com">www.starfall.com</a>	Starfall
<a href="http://reading.uoregon.edu/big_ideas/au/au_what.php">http://reading.uoregon.edu/big_ideas/au/au_what.php</a>	University of Oregon – Big Ideas in Beginning Reading
<a href="http://www.oise.utoronto.ca/balancedliteracydiet/Letter-Sounds_Phonics.html">http://www.oise.utoronto.ca/balancedliteracydiet/Letter-Sounds_Phonics.html</a>	OISE UT – Letter Sounds
<a href="http://www.teachers.cr.k12.de.us/~galgano/dibelsound.htm">http://www.teachers.cr.k12.de.us/~galgano/dibelsound.htm</a>	All sorts of games for letter sound matching
<a href="http://www.azed.gov/special-education/files/2013/07/teaching-letter-sound-associations.pdf">http://www.azed.gov/special-education/files/2013/07/teaching-letter-sound-associations.pdf</a>	Great article on teaching letter-sound relationships
<a href="http://www.appa.asn.au/projects/Phonics-article.pdf">http://www.appa.asn.au/projects/Phonics-article.pdf</a>	Great article on teaching letter-sound relationships

## Section 6: Word Knowledge

### Reading

- Fountas & Pinnell High-Frequency Words  
(Benchmark Assessment System 1)
- Dolch Sight Words
- French Immersion Mot Courants
- Fountas & Pinnell Word Features Lists  
(Benchmark Assessment System 1)

### Writing

- Fountas & Pinnell Word Features Lists  
(Benchmark Assessment System 1)
- Morrison McCall Spelling Scale

END OF YEAR BENCHMARK – ENGLISH					
Test	End of Year Benchmark				
	FDK Yr 1	FDK Yr 2	Gr. 1	Gr. 2	Gr. 3
F&P High-Frequency Words	18	35	70	150	175
Dolch Sight Words	Pre-Primer  28	Pre-Primer + Primer  64	Pre-Primer, Primer & Gr. 1  92	Pre-Primer, Primer, Gr. 1 & 2  124	Pre-Primer, Primer, Gr. 1, 2 & 3  152
F&P Word Features – Reading	n/a	n/a	26-30	26-30	26-30
F&P Word Features – Writing	n/a	n/a	26-30	26-30	26-30
Morrison McCall Spelling Scale	n/a	n/a	3 words correct	11 words correct	18 words correct
END OF YEAR BENCHMARK – FRENCH IMMERSION					
Test	End of Year Benchmark				
	FDK Yr 1	FDK Yr 2	Gr. 1	Gr. 2	Gr. 3
Mots Courants	Pre-Primer  22	Pre-Primer + Primer  45	Pre-Primer, Primer & Gr. 1  84	Pre-Primer, Primer, Gr. 1 & 2  120	Pre-Primer, Primer, Gr. 1, 2 & 3  155

## Section 6: Word Knowledge

### **WORD KNOWLEDGE**

#### **Why should I administer these assessments?**

These assessments are designed to give you a range of assessment options depending on student ability. Each of the high-frequency assessments includes a greater number of words that gradually increase in difficulty level. You may choose to begin with 25 words and move up through each one, or you can pick the list you think would be most appropriate for your students.

This assessment will give you information about children's general knowledge of easy high-frequency words as well as the particular words they know. The substitutions they make will also reveal something about their knowledge of letter/sound relationships and spelling patterns.



## Section 6: Word Knowledge

### **READING HIGH-FREQUENCY WORDS: 25 WORDS (FDK Year 1 & Year 2)**

#### **Description:**

Children read 25 high-frequency words.

#### **Materials needed:**

- The list of 25 high-frequency words
- 25 High-Frequency Words Assessment – Individual Record Form

#### **How do I use it?**

- Administer this assessment individually.
- Ask the child to read down the columns of 25 high-frequency words.
- On the Individual Record Form, record the child's correct responses as well as substitutions.

#### **What to Notice**

- ❖ Words the child can read correctly.
- ❖ Words the child can read almost correctly.
- ❖ Letter/sound relationships the child controls.



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## 25 HIGH-FREQUENCY WORDS ASSESSMENT – INDIVIDUAL RECORD

Student's Name:

Grade:

Date:

**Directions:** Use the high-frequency word list. Slide a card under each word and ask the child to read it. Check (√) accurate responses and note substitutions. Calculate number of known words. Evaluate substitutions to determine features to which children are attending.

Word	Response (√/-)	Substitution	Word	Response (√/-)	Substitution
no			it		
is			do		
can			an		
me			the		
you			my		
and			to		
he					
at					
a					
so					
on					
in					
up					
am					
we					
like					
see					
I					
go					

Total /25

## Fountas & Pinnell - 25 High-Frequency Words

Read the words:

no

on

do

is

in

an

can

up

the

me

am

my

you

we

to

and

like

he

see

at

I

a

go

so

it

## Section 6: Word Knowledge

### **READING HIGH-FREQUENCY WORDS: 50 WORDS (FDK Year 2)**

#### **Description:**

Children read 50 high-frequency words.

#### **Materials needed:**

- The list of 50 high-frequency words
- 50 High-Frequency Words Assessment – Individual Record Form

#### **How do I use it?**

- Administer this assessment individually.
- Ask the child to read down the columns of 50 high-frequency words.
- On the Individual Record Form, record the child's correct responses as well as substitutions.

#### **What to Notice**

- ❖ Number of high-frequency words read accurately.
- ❖ Specific known words.
- ❖ Words almost known.



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## 50 HIGH-FREQUENCY WORDS ASSESSMENT – INDIVIDUAL RECORD

**Student's Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Use the high-frequency word list. Slide a card under each word and ask the child to read it. Check (√) accurate responses and note substitutions. Calculate number of known words. Evaluate substitutions to determine features to which children are attending.

WORD	√/-	SUBSTITUION	WORD	√/-	SUBSTITUION
all			mom		
are			not		
as			now		
ball			of		
be			or		
boy			out		
by			play		
come			put		
day			ran		
did			read		
eat			run		
for			sat		
get			saw		
girl			say		
got			she		
had			sit		
has			then		
her			they		
him			this		
his			too		
how			us		
if			was		
jump			went		
look			will		
man			yes		
<b>Subtotal</b>			<b>Subtotal</b>		

**Total Number of Known Words**     **/50**

## Fountas & Pinnell - 50 High-Frequency Words

Read the words:

all	got	of	they
are	had	or	this
as	has	out	too
ball	her	play	us
be	him	put	was
boy	his	ran	went
by	how	read	will
come	if	run	yes
day	jump	sat	
did	look	saw	
eat	man	say	
for	mom	she	
get	not	sit	
girl	now	then	

## Section 6: Word Knowledge

### **READING HIGH-FREQUENCY WORDS: 100 WORDS (Grade 1)**

#### **Description:**

Children read a list of 100 high-frequency words.

#### **Materials needed:**

- The list of 100 high-frequency words
- 100 High-Frequency Words Assessment – Individual Record Form

#### **How do I use it?**

- Administer this assessment individually.
- Begin with the 45 easier high-frequency words included on Lists 1, 2, and 3. Work with one list at a time. If you think they are very easy, use the 55 additional high-frequency words on Lists 4 and 5. If these words are still too easy for you children, move to the next assessment.
- Ask the child to read the list of words you've selected.
- Children should be able to read the list quickly. Don't spend too much time on any word; tell the child to skip it and go on. If children are missing or refusing to attempt a large number of words, suggest they look down the list to see if there are any they know or stop the assessment.
- On the Individual Record Form, record the child's correct responses as well as substitutions.

#### **What to Notice**

- ❖ Number of high-frequency words read accurately.
- ❖ Speed of word recognition.
- ❖ Partially correct attempts or parts of words known.
- ❖ Degree of difficulty of known words.



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## 100 HIGH-FREQUENCY WORDS ASSESSMENT – INDIVIDUAL RECORD

**Student's Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Use the high-frequency word list. Slide a card under each word and ask the child to read it. Check (√) accurate responses and note substitutions. Calculate number of known words. Evaluate substitutions to determine features to which children are attending.

LIST 1	√/-	SUBSTITUION	LIST 2	√/-	SUBSTITUION	LIST 3	√/-	SUBSTITUION
than			have			over		
about			there			ride		
back			any			don't		
after			into			said		
I'm			just			that		
been			little			one		
big			make			with		
came			before			five		
away			two			their		
your			four			what		
who			mother			but		
when			where			here		
them			very			going		
because			could			our		
from			were			three		
<b>Subtotal</b>			<b>Subtotal</b>			<b>Subtotal</b>		
<b>Total Number of Known Words</b>						<b>/45</b>		

❖ See next page for Lists 4 and 5.





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## 100 HIGH-FREQUENCY WORDS ASSESSMENT – INDIVIDUAL RECORD

**Student's Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Use the high-frequency word list. Slide a card under each word and ask the child to read it. Check (√) accurate responses and note substitutions. Calculate number of known words. Evaluate substitutions to determine features to which children are attending.

LIST 4	√/-	SUBSTITUION	LIST 4 Con't	√/-	SUBSTITUION	LIST 5 Con't	√/-	SUBSTITUION	
want			become			place			
able			end			sleep			
bad			behind			love			
give			fish			much			
today			why			stay			
week			car			name			
something						new			
bus						rain			
year			<b>LIST 5</b>			door			
can't			books			fun			
tell			good			sky			
across			help			both			
world			city			time			
cat			write						
take			top						
dad			room						
hide			under						
almost			fast						
dog			hill						
anything			know						
home			use						
down			let						
			<b>Subtotal</b>			<b>Subtotal</b>			
<b>Total Number of Known Words</b>							<b>/100</b>		

**Fountas & Pinnell - 100 High-Frequency Words, page 1**

**Read the words:**

<b>List 1</b>	<b>List 2</b>	<b>List 3</b>
than	have	over
about	there	ride
back	any	don't
after	into	said
I'm	just	that
been	little	one
big	make	with
came	before	five
away	two	their
your	four	what
who	mother	but
when	where	here
them	very	going
because	could	our
from	were	three

Fountas & Pinnell - 100 High-Frequency Words, page 2

Read the words:

<b>List 4</b>		<b>List 5</b>	
want	take	books	sleep
able	dad	good	love
bad	hide	help	much
give	almost	city	stay
today	dog	write	name
week	anything	top	new
something	home	room	paper
bus	down	under	rain
year	become	fast	door
can't	end	hill	fun
tell	behind	know	sky
across	fish	use	both
world	why	let	time
cat	car	place	

## Section 6: Word Knowledge

### READING HIGH-FREQUENCY WORDS: 200 WORDS (Grade 2)

#### **Description:**

Children read a list of 200 high-frequency words.

#### **Materials needed:**

- The list of 200 high-frequency words, Lists 1, 2, 3, 4, and 5
- 200 High-Frequency Words Assessment – Individual Record Form

#### **How do I use it?**

- Administer this assessment individually.
- Begin with the 80 easier high-frequency words included on Lists 1, 2, and 3. Work with one list at a time. If you think they are very easy, use the 120 additional high-frequency words on Lists 4 and 5.
- Ask the child to read the list of words you've selected.
- Children should be able to read the list quickly. Don't spend too much time on any word; tell the child to skip it and go on. If children are missing or refusing to attempt a large number of words, suggest they look down the list to see if there are any they know or stop the assessment.
- On the Individual Record Form, record the child's correct responses as well as substitutions.

#### **What to Notice**

- ❖ Number of high-frequency words read accurately.
- ❖ Speed of word recognition.
- ❖ Partially correct attempts or parts of words known.
- ❖ Degree of difficulty of known words.



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## 200 HIGH-FREQUENCY WORDS ASSESSMENT – INDIVIDUAL RECORD

**Student's Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Use the high-frequency word list. Slide a card under each word and ask the child to read it. Check (✓) accurate responses and note substitutions. Calculate number of known words. Evaluate substitutions to determine features to which children are attending.

LIST 1	✓/-	SUBSTITUION	LIST 2	✓/-	SUBSTITUION	LIST 3	✓/-	SUBSTITUION
sea			happy			house		
wrote			catch			start		
again			third			grew		
carry			night			way		
wait			goes			friend		
each			last			story		
feel			school			street		
always			walk			above		
first			ten			find		
ask			change			between		
food			outside			every		
work			part			should		
brother			live			father		
through			party			watch		
funny			game			children		
gave			try			hid		
things			pick			enough		
close			right			dark		
even			teach			great		
grow			until			inside		
gone			second			light		
same			deep			seen		
knew			view			during		
begin			grade			worn		
winter			snow			wrong		
must			does			you're		
stop			together					
<b>Subtotal</b>			<b>Subtotal</b>			<b>Subtotal</b>		

**Total Number of Known Words** \_\_\_\_\_ /80



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## 200 HIGH-FREQUENCY WORDS ASSESSMENT – INDIVIDUAL RECORD

**Student's Name:**

**Grade:**

**Date:**

**Directions:** Use the high-frequency word list. Slide a card under each word and ask the child to read it. Check (√) accurate responses and note substitutions. Calculate number of known words. Evaluate substitutions to determine features to which children are attending.

LIST 4	√/-	SUBSTITUION	LIST 5	√/-	SUBSTITUION
several			river		
never			might		
getting			air		
earth			I'd		
group			suddenly		
baby			easy		
everything			finally		
high			everyone		
wouldn't			hold		
probably			special		
through			animal		
against			lost		
hour			beautiful		
fight			need		
once			job		
best			sick		
ready			maybe		
free			land		
show			next		
build			old		
draw			window		
state			better		
kind			written		
circle			favourite		
large			care		
doing			myself		
family			since		
clothes			picture		
hand			class		
different			idea		
<b>Subtotal</b>			<b>Subtotal</b>		

**Total Number of Known Words /200**

**Fountas & Pinnell - 200 High-Frequency Words, page 1**

**Read the words:**

**List 1**

sea  
wrote  
again  
carry  
wait  
each  
feel  
always  
first  
ask  
food  
work  
brother  
through  
funny  
gave  
things  
close  
even  
grow  
gone  
same  
knew  
begin  
winter  
must  
stop

**List 2**

happy  
catch  
third  
night  
goes  
last  
school  
walk  
ten  
change  
outside  
part  
live  
party  
game  
try  
pick  
right  
teach  
until  
second  
deep  
view  
grade  
snow  
does  
together

**List 3**

house  
start  
grew  
way  
friend  
story  
street  
above  
find  
between  
every  
should  
father  
watch  
children  
hid  
enough  
dark  
great  
inside  
light  
seen  
during  
worn  
wrong  
you're

## Fountas & Pinnell - 200 High-Frequency Words, page 2

Read the words:

List 4		List 5	
several	river	follow	being
never	might	pretty	also
getting	air	couldn't	slowly
earth	I'd	happen	bring
group	suddenly	themselves	hear
baby	easy	direction	often
everything	finally	nothing	page
high	everyone	life	store
wouldn't	hold	someone	while
probably	special	without	however
through	animal	instead	kids
against	lost	either	check
hour	beautiful	lunch	listen
fight	need	important	few
once	job	less	stuff
best	sick	own	problem
ready	maybe	think	such
free	land	round	cleans
show	next	scared	teacher
build	old	person	dream
draw	window	short	sister
kind	written	wanted	they're
circle	favourite	young	possible
large	care	question	thought
doing	myself	yourself	really
family	since	answer	understand
clothes	picture	money	near
hand	class	simple	rest
different	idea	more	soon



## Section 6: Word Knowledge

### **READING HIGH-FREQUENCY WORDS: DOLCH SIGHT WORDS (Pre-Primer – Grade 3)**

#### **Description:**

Children read the high-frequency words from the grade appropriate list.

#### **Materials needed:**

- Dolch Sight Words Assessment – Individual Record Form
- Appropriate level of Dolch Sight Words Word List (It is recommended that you start at the pre-primer list)

#### **How do I use it?**

- Administer this assessment individually.
- Ask the child to read down the columns of grade appropriate sight word list.
- On the Individual Record Form, record the child's correct responses as well as substitutions.

#### **What to Notice**

- ❖ Words the child can read correctly.
- ❖ Words the child can read almost correctly.
- ❖ Letter/sound relationships the child controls.



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## DOLCH SIGHT WORDS TEST

Student's Name:

Grade:

Date:

Place a checkmark beside each word identified by the student.

PRE-PRIMER	PRIMER	GRADE 1	GRADE 2	GRADE 3
a	all	after	always	about
and	am	again	around	better
away	are	an	because	bring
big	at	any	been	carry
blue	ate	as	before	clean
can	be	ask	best	cut
come	black	by	both	done
down	brown	could	buy	draw
find	but	every	call	drink
for	came	fly	cold	eight
funny	did	from	does	fall
go	do	give	don't	far
help	eat	going	fast	full
here	four	had	first	got
I	get	has	five	grow
in	good	her	found	hold
is	have	him	gave	hot
it	he	his	goes	hurt
jump	into	how	green	if
little	like	just	its	keep
look	must	know	made	kind
make	new	let	many	laugh
me	no	live	off	light
my	now	may	or	long
not	on	of	pull	much
one	our	old	read	myself
play	out	once	right	never
red	please	open	sing	only
run	pretty	over	sit	own
said	ran	put	sleep	pick
see	ride	round	tell	seven
the	saw	some	their	shall
three	say	stop	these	show
to	she	take	those	six

PRE-PRIMER		PRIMER		GRADE 1		GRADE 2		GRADE 3	
two		so		thank		upon		small	
up		soon		them		us		start	
we		that		then		use		ten	
where		there		think		very		today	
yellow		they		walk		wash		together	
you		this		were		which		try	
		too		when		why		warm	
		under				wish			
		want				work			
		was				would			
		well				write			
		went				your			
		what							
		white							
		who							
		will							
		with							
		yes							
<b>Total: 40</b>		<b>Total: 52</b>		<b>Total: 41</b>		<b>Total: 46</b>		<b>Total: 41</b>	

## Dolch Sight Words - Pre-Primer Word List

Read the words:

a

I

run

and

in

said

away

is

see

big

it

the

blue

jump

three

can

little

to

come

look

two

down

make

up

find

me

we

for

my

where

funny

not

yellow

go

one

you

help

play

here

red

## Dolch Sight Words - Primer Word List

Read the words:

all

good

ride

went

am

have

saw

what

are

he

say

white

at

into

she

who

ate

like

so

well

be

must

soon

with

black

new

that

yes

brown

no

there

but

now

they

came

on

this

did

our

too

do

out

under

eat

please

want

four

pretty

was

get

ran

well

## Dolch Sight Words - Grade 1 Word List

Read the words:

after

her

round

again

him

some

an

his

stop

any

how

take

as

just

thank

ask

know

them

by

let

then

could

live

think

every

may

walk

fly

of

were

from

old

when

give

once

going

open

had

over

has

put

## Dolch Sight Words - Grade 2 Word List

Read the words:

always

found

tell

your

around

gave

their

because

goes

these

been

green

those

before

its

upon

best

made

us

both

many

use

buy

off

very

call

or

wash

cold

pull

which

does

read

why

don't

right

wish

fast

sing

work

first

sit

would

five

sleep

write

## Dolch Sight Words - Grade 3 Word List

Read the words:

about

hold

seven

better

hot

shall

bring

hurt

show

carry

if

six

clean

keep

small

cut

kind

start

done

laugh

ten

draw

light

today

drink

long

together

eight

much

try

fall

myself

warm

far

never

full

only

got

own

grow

pick



## Section 6: Word Knowledge

### **FRENCH HIGH-FREQUENCY WORDS: MOTS COURANT (Pre-Primer – Grade 3)**

#### **Description:**

Children read the high-frequency words from the grade appropriate list.

#### **Materials needed:**

- Mots Courant Sight Words Assessment – Individual Record Form
- Appropriate level of Mots Courant Sight Words Word List (it is recommended that you start on the first list each time unless a student has previously demonstrated mastery of the list)

#### **How do I use it?**

- Administer this assessment individually.
- Ask the child to read down the columns of grade appropriate sight word list.
- On the Individual Record Form, record the child's correct responses as well as substitutions.

#### **What to Notice**

- ❖ Words the child can read correctly.
- ❖ Words the child can read almost correctly.
- ❖ Letter/sound relationships the child controls.



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## MOTS COURANT - FRENCH SIGHT WORDS TEST

Student's Name:

Grade:

Date:

Place a checkmark beside each word identified by the student.

PRE-PRIMER		PRIMER		GRADE 1		GRADE 2		GRADE 3	
une		petit		gros		quand		alors	
les		je joue		s'est		venire		comment	
suis		avec		une chose		penser		croire	
un papa		pour		belle		trouver		dire	
un		j'aime		trop		descendre		enfin	
ses		peut		vers		haut		être	
mon		toi		merci		tenir		falloir	
la		oui		bleu		approcher		meme	
dit		non		très		un vêtement		mettre	
nous		je regarde		du		grimper		parler	
moi		un bébé		sont		la journée		passer	
et		rouge		plus		une chose		puis	
je		vont		voir		marcher		rien	
ma		je prends		faire		un ballon		savoir	
c'est		à		vite		la colline		trios	
ici		se		courir		un magasin		amour	
est		pas		une maison		courir		le ciel	
dans		aussi		aujourd'hui		une voiture		un coeur	
le		tu		manger		parfois		comprendre	
j'ai		des		notre		pouvoir		connaître	
sa		j'arrive		devant		aucun		côté	
son		je monte		un jour		unique		coup	
va		lui		voilà		les yeux		demander	
voici		bien		lire		une sœur		depuis	
une maman		un garçon		vous		le monsieur		devenir	
un ami		en		l'heure		la madame		donc	
elle		une fille		la nuit		chercher		donner	
bonjour		car		tout		vouloir		l'eau	
il		ne		beaucoup		plusieurs		l'enfant	
comme		ou		chez		encore		entrer	
de		que		un nom		comme		les gens	
au		si		mais		chacun		jamais	
		avoir		avoir		gentil		jeune	
				ceci		déjeuner		un main	



## French Mots Courant Pre-Primer Word List

Read the words:

une

ici

de

les

est

au

suis

dans

un papa

le

un

j'ai

ses

sa

mon

son

la

va

dit

voici

nous

une maman

moi

un ami

et

elle

je

bonjour

ma

il

c'est

comme

## French Mots Courant Primer Word List

Read the words:

petit

se

que

je joue

pas

si

avec

aussi

avoir

pour

tu

j'aime

des

peut

j'arrive

toi

je monte

oui

lui

non

bien

je regarde

un garçon

un bébé

en

rouge

une fille

vont

car

je prends

ne

à

ou

## French Mots Courant Grade 1 Word List

Read the words:

gros	courir	un nom	toujours
s'est	une maison	mais	parce que
une chose	aujourd'hui	avoir	beau
belle	manger	ceci	pendant
trop	notre	faim	un homme
vers	devant	qui	mes
merci	un jour	près	une femme
bleu	voilà	aller	blanc
trés	lire	chaque	bien
du	vous	ce	dort
sont	l'heure	deux	
plus	la nuit	quoi	
voir	tout	partout	
faire	beaucoup	après	
vite	chez	leurs	

## French Mots Courant Grade 2 Word List

Read the words:

quand

un magasin

comme

derrière

venir

courir

chacun

réveiller

penser

une voiture

gentil

une école

trouver

parfois

déjeuner

dehors

descendre

pouvoir

lentement

un frère

haut

aucun

avoir

grand

tenir

unique

venir

rester

approcher

les yeux

avant

maintenant

un vêtement

une sœur

l'enfant

grimper

le monsieur

chaque

la journée

la madame

pourquoi

une chose

chercher

autre

marcher

vouloir

nouveau

un ballon

plusieurs

c'était

la colline

encore

un jouet

## French Mots Courant Grade 3 Word List

Read the words:

alors	amour	les gens	seul
comment	le ciel	jamais	le temps
croire	un coeur	jeune	vieux
dire	comprendre	un main	vingt
enfin	connaître	une mille	votre
être	côté	un moment	vraiment
falloir	coup	un monde	
meme	demander	mort	
mettre	depuis	un mot	
parler	devenir	un pays	
passer	donc	un pied	
puis	donner	premier	
rien	l'eau	répondre	
savoir	l'enfant	revenir	
trios	entrer	sans	



## Section 6: Word Knowledge

### **WORD KNOWLEDGE**

#### **Why should I administer these assessments?**

This assessment will give you information about which features of words children are able to attend to. The substitutions they make will also provide information about their knowledge of letter/sound relationships, spelling patterns, and word structure.

## Section 6: Word Knowledge

### **GRADE 1 WORD FEATURES TEST (READING)**

**Description:**

Children read 30 words, which include a variety of features.

**Materials needed:**

- Grade 1 Word Features List
- Grade 1 Word Features Test – Individual Record Forms

**How do I use it?**

- Administer this assessment individually.
- Ask the child to read the list of 30 words.
- On the Individual Record Form, record the child's correct responses as well as substitutions.

**What to Notice**

- ❖ Word features the child can read correctly.
- ❖ Word features with which the child has difficulty.



# Northeastern Catholic District School Board

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## GRADE 1 WORD FEATURES TEST - INDIVIDUAL RECORD

<b>Student's Name:</b>	<b>Grade:</b>	<b>Date:</b>
------------------------	---------------	--------------

**Directions:** Use the word features word list or cards. Have child individually read each word one at a time. Check (√) accurate responses and note substitutions. Calculate number of known words. Evaluate substitutions to determine features to which children are attending.

WORD	√ or SUBSTITUTION	Feature
big		Consonant sounds (b,g); short vowel sound (i); simple phonogram patterns VC (ig)
mat		Consonant sounds (m,t); short vowel sound (a); simple phonogram patterns VC (at)
pet		Consonant sounds (p,t); short vowel sound (e); simple phonogram patterns VC (et)
fun		Consonant sounds (f,n); short vowel sound (u); simple phonogram patterns VC (un)
Kim's		Possessives
<u>wave</u>		Phonogram patters with a long vowel sound (VCe)
<u>drop</u>		Consonant clusters (dr)
<u>you'll</u>		Contractions (will)
<u>feet</u>		Phonograms with double vowels (VVC)
<u>this</u>		Consonant diagraphs (th)
<u>hole</u>		Phonogram patters with a long vowel sound (VCe)
<u>ant</u>		Short vowel sound (a)
Mom's		Possessives
puppy		Double consonants (middle); multisyllable words
<u>seal</u>		Phonograms with two vowels (VVC)
bedroom		Compound words; multisyllable words
<u>boat</u>		Phonograms with two vowels (VVC)
<u>list</u>		Consonant clusters (st)
<u>pile</u>		Phonogram patterns with a long vowel sound (VCe)
<u>wash</u>		Consonant diagraphs (sh)
<u>she's</u>		Contractions (is)
<u>hammer</u>		Double consonants (middle); multisyllable words
<u>race</u>		Phonogram patterns with a long vowel sound (VCe)
<u>jump</u>		Consonant clusters (mp)
<u>I'm</u>		Contractions (am)
<u>kiss</u>		Double consonants (end)
baseball		Compound words; multisyllable words
<u>strip</u>		Consonant clusters (str)
<u>bell</u>		Double consonants (end)
<u>white</u>		Consonant diagraphs (wh)

**Total Number of Known Words**      **/30**

## Fountas & Pinnell - Grade 1 Word Features List

Read the words:

big

hole

she's

mat

ant

hammer

pet

Mom's

race

fun

puppy

jump

Kim's

seal

I'm

wave

bedroom

kiss

drop

boat

baseball

you'll

list

strip

feet

pile

bell

this

wash

white

## Section 6: Word Knowledge

### **GRADE 2 WORD FEATURES TEST (READING)**

#### **Description:**

Children read 30 words, which include a variety of features.

#### **Materials needed:**

- Grade 2 Word Features List
- Grade 2 Word Features Test – Individual Record Forms

#### **How do I use it?**

- Administer this assessment individually.
- Ask the child to read the list of 30 words.
- On the Individual Record Form, record the child's correct responses as well as substitutions.

#### **What to Notice**

- ❖ Word features the child can read correctly.
- ❖ Word features with which the child has difficulty.



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## GRADE 2 WORD FEATURES TEST - INDIVIDUAL RECORD

**Student's Name:**

**Grade:**

**Date:**

**Directions:** Use the word features word list or cards. Have child individually read each word one at a time. Check (✓) accurate responses and note substitutions. Calculate number of known words. Evaluate substitutions to determine features to which children are attending.

WORD	✓ or SUBSTITUTION	Feature
Jack's		Possessives
need		Phonograms with double vowels (VVC)
tiger		Multisyllable words, r-controlled vowel (er)
knit		Silent consonants (k)
save		Phonogram patterns with a long vowel sound (VCe)
I'll		Contractions (will)
umbrella		Multisyllable words
hide		Phonogram patterns with a long vowel sound (VCe)
lamb		Silent consonants (b)
dog's		Possessives
my		Y as a vowel sound
loud		Phonograms with two vowels (VVC)
remake		Prefixes (re); multisyllable words
spy		Y as a vowel sound; Consonant clusters (sp)
fast		Consonant clusters (st)
comb		Silent consonants (b)
mule		Phonogram patterns with a long vowel sound (VCe)
with		Consonant digraphs (th)
we're		Contractions (are)
baby		Y as a vowel sound; Multisyllable words
fish		Consonant digraphs (sh)
I've		Contractions (have)
treat		Phonograms with two vowels (VVC); Consonant clusters (tr)
replay		Prefixes (re)
know		Silent consonants (k)
banana		Multisyllable words
scrap		Consonant clusters (scr)
don't		Contractions (not)
apple		Multisyllable words
whale		Consonant digraphs (wh)

**Total Number of Known Words /30**

## Fountas & Pinnell - Grade 2 Word Features List

Read the words:

Jack's

my

fish

need

loud

I've

tiger

remake

treat

knit

spy

replay

save

fast

know

I'll

comb

banana

umbrella

mule

scrap

hide

with

don't

lamb

we're

apple

dog's

baby

whale

## Section 6: Word Knowledge

### **GRADE 3 WORD FEATURES TEST (READING)**

#### **Description:**

Children read 30 words, which include a variety of features.

#### **Materials needed:**

- Grade 3 Word Features List
- Grade 3 Word Features Test – Individual Record Forms

#### **How do I use it?**

- Administer this assessment individually.
- Ask the child to read the list of 30 words.
- On the Individual Record Form, record the child's correct responses as well as substitutions.

#### **What to Notice**

- ❖ Word features the child can read correctly.
- ❖ Word features with which the child has difficulty.





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## GRADE 3 WORD FEATURES TEST - INDIVIDUAL RECORD

<b>Student's Name:</b>	<b>Grade:</b>	<b>Date:</b>
------------------------	---------------	--------------

**Directions:** Use the word features word list or cards. Have child individually read each word one at a time. Check (✓) accurate responses and note substitutions. Calculate number of known words. Evaluate substitutions to determine features to which children are attending.

WORD	✓ or SUBSTITUTION	Feature
first		Phonogram patterns in single-syllable words (VCCC)
trouble		Syllable patterns in multisyllable words (ble)
bark		Phonogram patterns in single-syllable words (vowels and r)
passing		Syllable patterns in multisyllable words (VCC pattern, syllable juncture)
chair		Consonant digraph (ch)
deer		Phonogram patterns in single-syllable words (long vowel sound)
they'd		Contractions (would)
winter		Syllable patterns in multisyllable words (in)
noise		Phonogram patterns in single-syllable words (/oy)
enter		Syllable patterns in multisyllable words (en)
leave		Phonogram patterns in single-syllable words (VVCe)
sunny		Syllable patterns in multisyllable words (un)
untie		Prefixes (un)
homesick		Compound words
bird		Phonogram patterns in single-syllable words (vowels and r)
batter		Syllable patterns in multisyllable words (at)
corn		Phonogram patterns in single-syllable words (vowels and r)
rough		Consonant digraph (gh)
snore		Phonogram patterns in single-syllable words (long vowel sound)
you've		Contractions (have)
waste		Phonogram patterns in single-syllable words (VCCe)
we've		Contractions (have)
remake		Prefixes
rotten		Syllable patterns in multisyllable words (VCC pattern, syllable juncture)
boy		Phonogram patterns in single-syllable words (/oy)
pie		Phonogram patterns in single-syllable words (long vowel sound)
driveway		Compound words
redo		Prefixes (re)
beast		Phonogram patterns in single-syllable words (VVCC)
jellyfish		Compound words

**Total Number of Known Words**      **/30**

## Fountas & Pinnell - Grade 3 Word Features List

Read the words:

first

leave

waste

trouble

sunny

we've

bark

untie

remake

passing

homesick

rotten

chair

bird

boy

deer

batter

pie

they'd

corn

driveway

winter

rough

redo

noise

snore

beast

enter

you've

jellyfish

## Section 6: Word Knowledge

### **GRADE 1 WORD FEATURES TEST (WRITING)**

#### **Description:**

Children write 30 words, which include a variety of features.

#### **How do I use it?**

- Administer this assessment individually or as a whole class, using the Grade 1 Word Features List.
- This writing assessment is set up to mimic a spelling dictation. The test administrator dictates the list words, a short contextual sentence and then repeats the word again. It is “marked” by the test administrator once the student/class is complete.

#### **What to Notice**

- ❖ Word features the child can write correctly.
- ❖ Word features with which the child has difficulty.

## Fountas & Pinnell - Grade 1 Word Features List (Writing)

Write these words:

big

hole

she's

mat

ant

hammer

pet

Mom's

race

fun

puppy

jump

Kim's

seal

I'm

wave

bedroom

kiss

drop

boat

baseball

you'll

list

strip

feet

pile

bell

this

wash

white

## Section 6: Word Knowledge

### **GRADE 2 WORD FEATURES TEST (WRITING)**

**Description:**

Children write 30 words, which include a variety of features.

**How do I use it?**

- Administer this assessment individually or as a whole class using the Grade 2 Word Features List.
- This writing assessment is set up to mimic a spelling dictation. The test administrator dictates the list words, a short contextual sentence and then repeats the word again. It is “marked” by the test administrator once the student/class is complete.

**What to Notice**

- ❖ Word features the child can write correctly.
- ❖ Word features with which the child has difficulty.

## Fountas & Pinnell - Grade 2 Word Features List (Writing)

Write these words:

Jack's

my

fish

need

loud

I've

tiger

remake

treat

knit

spy

replay

save

fast

know

I'll

comb

banana

umbrella

mule

scrap

hide

with

don't

lamb

we're

apple

dog's

baby

whale

## Section 6: Word Knowledge

### **GRADE 3 WORD FEATURES TEST (WRITING)**

#### **Description:**

Children write 30 words, which include a variety of features.

#### **How do I use it?**

- Administer this assessment individually or as a whole class using the Grade 3 Word Features List.
- This writing assessment is set up to mimic a spelling dictation. The test administrator dictates the list words, a short contextual sentence and then repeats the word again. It is “marked” by the test administrator once the student/class is complete.

#### **What to Notice**

- ❖ Word features the child can write correctly.
- ❖ Word features with which the child has difficulty.

## Fountas & Pinnell - Grade 3 Word Features List (Writing)

Write these words:

first

leave

waste

trouble

sunny

we've

bark

untie

remake

passing

homesick

rotten

chair

bird

boy

deer

batter

pie

they'd

corn

driveway

winter

rough

redo

noise

snore

beast

enter

you've

jellyfish





## Section 6: Word Knowledge

### **MORRISON-MCCALL SPELLING SCALE (WRITING)**

#### **Description:**

These spelling scales can be used to help determine a student's spelling level. Developed by J. Cayce Morrison and William McCall in 1923, the word lists were selected based on the list of the 5000 most commonly used words. It is very important to look more at how words are misspelled than simply the number of words spelled correctly. This way, you can gain valuable information about how students tackle words they have never encountered or have never spelled before. A student's attempt to spell unknown words will indicate where his strengths and weaknesses lay as far as generating the whole word is concerned. This takes about 15 minutes to administer and can be done as a whole group.

#### **How do I use it?**

- Administer this assessment as a whole class using of the 2 lists provided. Use the scale below to determine roughly how many words to do with your grade. See the table below for a list of the words that should be dictated for each grade.

<b>RECOMMENDED WORDS BY GRADE</b>	
Grade 1	Words 1-10
Grade 2	Words 1-20
Grade 3	Words 1-26
Grade 4	Words 1-31
Grade 5	Words 1-36
Grade 6	Words 1-40
Grade 7	Words 1- 43
Grade 8	Words 1-45

- This writing assessment is set up to mimic a spelling dictation. The test administrator dictates the list words, a short contextual sentence and then repeats the word again. It is "marked" by the test administrator once the student/class is complete.

#### **What to Notice**

- ❖ Word features the child can write correctly.
- ❖ Word features with which the child has difficulty.

## MORRISON-MCCALL SPELLING SCALE (WRITING) GRADE EQUIVALENTS

\*Spelling age refers to the number of months (i.e. 84 months would be 7 years old)

Words Correct	Spelling Age	Grade Equivalent		Words Correct	Spelling Age	Grade Equivalent
0	84	1.0		26	132	4.9
1	85	1.3		27	135	5.1
2	87	1.5		28	137	5.2
3	89	1.7		29	139	5.4
4	90	1.8		30	142	5.6
5	92	1.9		31	144	5.8
6	94	2.0		32	146	6.0
7	96	2.1		33	149	6.2
8	98	2.2		34	152	6.4
9	99	2.3		35	154	6.8
10	101	2.4		36	156	6.9
11	103	2.5		37	159	7.0
12	104	2.6		38	162	7.3
13	106	2.7		39	165	7.5
14	108	2.9		40	168	7.7
15	110	3.1		41	171	8.0
16	112	3.3		42	174	8.4
17	114	3.4		43	177	8.8
18	116	3.5		44	180	9.3
19	118	3.7		45	184	9.8
20	120	3.9		46	188	10.5
21	122	4.1		47	192	11.2
22	124	4.2		48	196	11.7
23	126	4.3		49	200	12.5
24	128	4.5		50	204	13.0
25	130	4.7				



## Morrison-McCall Spelling Scale – List ONE

1. run	The boy can run.
2. top	The top will spin.
3. red	My apple is red.
4. book	I lost my book.
5. sea	The sea is rough.
6. play	I will play with you.
7. lay	Lay the book down.
8. led	He led the horses to the barn.
9. add	Add these numbers.
10. alike	These books are alike.
11. mine	The bicycle is mine.
12. with	Mary will go with you.
13. easy	Our lessons are not easy.
14. shut	Please shut the door.
15. done	Has he done his work?
16. body	Your hand is part of your body.
17. anyway	I shall go anyway.
18. omit	Please omit the next step.
19. fifth	This is my fifth trip to the zoo.
20. reason	Give me a reason for being late.
21. perfect	This is a perfect day.
22. friend	She is my friend.
23. getting	I am getting tired.
24. nearly	Nearly all of the candy is gone.
25. desire	I have no desire to go skating.
26. arrange	Please arrange a meeting for me with him.
27. written	I have written four pages of notes.
28. search	I have to search for my lost dog.
29. popular	He is a popular boy.
30. interest	Show some interest in what you are doing.
31. pleasant	She is very pleasant.
32. therefore	Therefore, I cannot go.
33. folks	My folks have gone away.
34. celebration	There will be a celebration today.

<b>35. minute</b>	Wait a minute!
<b>36. divide</b>	Divide the number by 10.
<b>37. necessary</b>	It is necessary for you to study.
<b>38. height</b>	What is your height?
<b>39. reference</b>	He made reference to you in his letter.
<b>40. career</b>	What career would you like to have in the future?
<b>41. character</b>	He has a good character.
<b>42. separate</b>	Separate those papers into smaller piles.
<b>43. committee</b>	The committee is very small.
<b>44. annual</b>	This is the annual meeting.
<b>45. principle</b>	The theory is wrong in principle.
<b>46. immense</b>	The man is carrying an immense load of wood.
<b>47. judgment</b>	The teacher's judgment is good.
<b>48. acquaintance</b>	He is an acquaintance of mine.
<b>49. discipline</b>	The army discipline was strict.
<b>50. lieutenant</b>	He is a lieutenant in the army.

## Morrison-McCall Spelling Scale – List TWO

1. it	It is time to go.
2. the	The snow is falling.
3. will	Will you go with me?
4. your	Your face is dirty.
5. make	Make up your mind!
6. hand	Give me your hand.
7. yes	Yes, I will go.
8. bring	Bring me another book please.
9. north	I expect to go up north.
10. block	We live on the same block.
11. card	Did you buy your mom a birthday card?
12. post	The post is broken.
13. glass	Do not break the glass.
14. would	Would you like some cake?
15. gone	They have been gone for an hour.
16. fell	He fell and hurt himself.
17. collect	Please collect the papers.
18. fix	The men will fix the chair.
19. suffer	She did not suffer any.
20. carry	Carry this package for me please.
21. jail	He is in jail.
22. restrain	He could not restrain his anger.
23. fourth	This is the fourth period.
24. flight	The flight was a short one.
25. entrance	The entrance is closed.
26. addition	Solve this addition problem.
27. firm	The firm is bankrupt.
28. entertain	I will entertain your mother.
29. toward	We went toward the sun.
30. honour	Have you no honour?
31. mention	Do not mention my name.
32. examination	The examination was difficult.
33. victim	He is a victim of circumstances.
34. impossible	It is impossible to hear over the noise.

<b>35. decide</b>	Decide for yourself.
<b>36. relief</b>	My relief was sincere.
<b>37. responsible</b>	Who is responsible for this?
<b>38. principal</b>	She is the principal of the school.
<b>39. columns</b>	How many columns do you have on your chart?
<b>40. individual</b>	Who is this individual?
<b>41. sincerely</b>	He spoke sincerely about his concerns.
<b>42. calendar</b>	Where is the calendar of events?
<b>43. artificial</b>	Those flowers are artificial.
<b>44. familiar</b>	Those sounds are familiar.
<b>45. perceived</b>	I perceived the answer.
<b>46. surgeon</b>	He is a great surgeon.
<b>47. enthusiasm</b>	This enthusiasm is wonderful.
<b>48. extraordinary</b>	He is an extraordinary person.
<b>49. immediately</b>	I left immediately after you.
<b>50. lieutenant</b>	He is first lieutenant in the army.



## Resource Page

### Sight Word Vocabulary

Name	Copyright	Page(s)
Teaching Reading and Writing with Word Walls (Grades K-3)	Janiel M. Wagstaff	
Success with Sight Words: Multi-sensory Ways to Teach High-Frequency Words	Creative Teaching Press	
Learning Sight Words is Easy! (Grades K-2)	Mary Rosenbery	
Reading Success Mini-Books: Sight Words (Grades PreK-2)	Mary Beth Spann	
Sight Words Word Machine: Grades 1-3	Jo Ellen Moore and Jo Larsen	
Word Wall Activities	Dawn Campbell	
The Scholastic Big Book of Word Walls: 100 Fresh & Fun Word Walls, Easy Games, Activities, and Teaching Tips	Mary Beth Spann	
Portable File-Folder Word Walls (Grades K-2)	Mary Beth Spann	
An Observation Survey	Marie Clay (2002)	82-119
When Readers Struggle: Teaching that Works	Gay Su Pinnell & Irene C. Fountas <i>Heinemann</i>	174-290
Guided Reading: Good First Teaching for All Children	Fountas and Pinnell (1996)	163-176
Websites		
<a href="http://www.abcya.com">www.abcya.com</a>	ABCYA	
<a href="http://childhood101.com/2013/09/sight-words-activity-ideas/">http://childhood101.com/2013/09/sight-words-activity-ideas/</a>	Great ideas to learn sight words	
<a href="http://interactivesites.weebly.com/readingsight-words.html">http://interactivesites.weebly.com/readingsight-words.html</a>	All sorts of games for learning sight words	
<a href="http://www.ictgames.com/literacy.html">www.ictgames.com/literacy.html</a>	ICT Games	
<a href="http://www.fcrr.org">www.fcrr.org</a>	Florida Center for Reading Research	
<a href="http://www.starfall.com">www.starfall.com</a>	Starfall	
<a href="http://www.scholastic.com/teachers/top-teaching/2012/10/tips-teaching-high-frequency-and-sight-words">http://www.scholastic.com/teachers/top-teaching/2012/10/tips-teaching-high-frequency-and-sight-words</a>	Scholastic	
<a href="http://www.readingrockets.org/strategies/word_walls">http://www.readingrockets.org/strategies/word_walls</a>	Reading Rockets	
<a href="http://www.readwritethink.org">www.readwritethink.org</a>	Read Write Think	

## Resource Page

### Spelling

Name	Copyright	Page(s)
An Observation Survey	Marie Clay (2002)	82-119
When Readers Struggle: Teaching that Works	Gay Su Pinnell & Irene C. Fountas <i>Heinemann</i>	174-290
Guided Reading: Good First Teaching for All Children	Fountas and Pinnell (1996)	163-176

Websites	
<a href="http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Reviewed-resources/Written-language/Spelling">http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Reviewed-resources/Written-language/Spelling</a>	Ministry of Education (Australia)
<a href="http://www.readingrockets.org/teaching/reading101/spelling">http://www.readingrockets.org/teaching/reading101/spelling</a>	Reading Rockets
<a href="http://dyslexiahelp.umich.edu/professionals/dyslexia-school/spelling/how-should-spelling-be-taught">http://dyslexiahelp.umich.edu/professionals/dyslexia-school/spelling/how-should-spelling-be-taught</a>	Spelling ideas for students with an LD
<a href="http://teacher.scholastic.com/lessonrepro/lessonplans/instructor/spell4.htm">http://teacher.scholastic.com/lessonrepro/lessonplans/instructor/spell4.htm</a>	Scholastic
<a href="http://www.ldonline.org/article/8845/">http://www.ldonline.org/article/8845/</a>	LD Online
<a href="http://esl.yourdictionary.com/lesson-plans/Teaching-Spelling-Strategies-to-ESL-Students.html">http://esl.yourdictionary.com/lesson-plans/Teaching-Spelling-Strategies-to-ESL-Students.html</a>	Spelling Ideas for ESL kids
<a href="http://www.fcrr.org">www.fcrr.org</a>	Florida Center for Reading Research
<a href="http://www.starfall.com">www.starfall.com</a>	Starfall
<a href="http://teacher.scholastic.com/lessonrepro/lessonplans/instructor/spell1.htm">http://teacher.scholastic.com/lessonrepro/lessonplans/instructor/spell1.htm</a>	Scholastic

## Section 7: Concepts About Print

<b>MINIMUM STANDARDS</b>	
<b>Grade</b>	<b>Minimum Standard</b>
End of FDK Year 1	5
Mid FDK Year 2	7
End FDK Year 2	10

## Section 7: Concepts About Print

### CONCEPTS ABOUT PRINT – BOTH ENGLISH & FRENCH IMMERSION

#### **Why should I administer this assessment?**

Based on their home and early school experiences with print – bedtime stories and read alouds, big books, shared reading, shared writing and their very independent adventures with pretend reading and writing – young children come to kindergarten and even first grade with different understandings about the arbitrary conventions that we use to communicate meaning in print.

An assessment of each child's level of understanding, and sometimes misunderstandings of these conventions helps teachers know what their students are attending to in print and what still needs to be learned. This knowledge enables teachers to design and focus teaching points in literacy mini-lessons and other classroom literacy experiences that move children forward in their understanding of how print works. Where is the front of the book? Where does the story start? Where do I start reading and where do I go after that? What is a letter? What is a word? These are important literacy understandings that can develop through guided hands-on experience with reading and writing in the literacy workshop. An assessment of emergent literacy print concepts should include:

- Book orientation knowledge
- Understanding of principles involving the directional arrangement of print on the page
- The knowledge that print, not picture, contains the story
- Understanding of important reading terminology such as word, letter, beginning of sentence, and top of page
- Understanding of simple punctuation marks

(Gillett and Temple, 1994, *Understanding Reading Problems: Assessment and instruction*. Harper Collins: NY. p. 70)

The Concepts About Print Assessment helps teachers assess what students know about how books work through simulation of a "typical classroom experience" for the student. The reading behaviours observable through this assessment reflect some of the key understandings necessary for reading acquisition. Assessing these behaviours provided information that is useful for identifying focuses for reading instruction. This assessment is done in English.

#### **Materials needed:**

- Administration Instructions
- Concepts of Print score sheet
- An appropriate level (BAS Level C-F) text

#### **How do I administer it?**

In assessing concepts of print, the teacher sits with the child, one-on one, and reads an engaging early level text, asking the child to help with the reading. The book used should have distinct layout of print and illustrations, good spacing between words, multiple lines of text on each page, some basic sight words (I, me, and, is, was, etc.) and basic elements of punctuation (periods, quotation marks, question marks, exclamation points).

1. Before starting, become familiar with the levelled text that you intend to use, the record sheet and the administration instructions.
2. Read the text to/with the child following the instructions on the administration sheet.
3. Once you have covered item 1, position the book between you and the child so that you can both see it easily.
4. Continue administering the items as directed on the administration sheet. Read the instructions to the child, as they are written, for each item. Give 1 point for each correct answer. Under comments, you can note particular details such as how the child did a particular task, the language the child used, etc.

#### **How do I score it?**

1. Score 1 point for each correct response consulting with the answer page for appropriate answers. For items with 2 parts, score 1 point only when both parts are correct.
2. Total the number of correct responses and refer to the benchmarks chart for expected scores by grade.

Taken from [Observation Survey of Early Literacy Achievement](#) by Marie Clay (2002) and [Managing Assessment and Instruction](#) by C. Crevola & Mark Vineis (2004)



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## CONCEPTS ABOUT PRINT ASSESSMENT

**Name:**

**Grade:**

**Date:**

**Directions:** Choose an appropriately levelled book for the administration of this assessment. It should have a distinct layout of print and illustrations, good spacing of words and multiple lines of text. Begin by telling the child, "We are going to read this story and I want you to help me. It is called \_\_\_\_\_." Hand the book to the child, holding it vertically so that the spine faces the child. Ask the prompting questions:

Reading Behaviours	√/-	Comments
1. <i>Identifies front and back of the book.</i> <ul style="list-style-type: none"> <li>"Show me the front of the book"</li> <li>"Show me the back of the book?"</li> </ul>		
2. <i>Knows where to begin reading.</i> <ul style="list-style-type: none"> <li>"Let's begin reading. Where do I begin to read?"</li> </ul>		
3. <i>Knows to start reading at the top of a page.</i> <ul style="list-style-type: none"> <li>"Show me where to start?"</li> </ul>		
4. <i>Knows sentences and words are read left to right.</i> <ul style="list-style-type: none"> <li>If student is not yet able to read the page on his/her own: "Which way do I go? Show me with your finger."</li> <li>If student is able to read on his/her own: "Please read this page."</li> </ul>		
5. <i>When finished with left pages, moves to right page.</i> <ul style="list-style-type: none"> <li>If student is not yet able to read the page on his/her own: "Where do I go after that? Show me with your finger."</li> <li>If student is able to read on his/her own: "Where do you go after that? Please continue reading."</li> </ul>		
6. <i>Knows to return sweep when reading a sentence.</i> <ul style="list-style-type: none"> <li>If student is not yet able to read the page on his/her own: "Where do I go after that? Show me with your finger."</li> <li>If student is able to read on his/her own: "Where do you go after that? Please continue reading."</li> </ul> <p>* Score items 4-6 if all movements are demonstrated in one response.</p>		
7. <i>Word by word matching.</i> <ul style="list-style-type: none"> <li>If student is not yet able to read the page on his/her own: "Point to the words as I read them."</li> <li>If student is able to read on his/her own: "Continue reading. Point to the words as you read them."</li> </ul>		
8. <i>Understands the concept of a word.</i> <ul style="list-style-type: none"> <li>"Show me a word on this page."</li> </ul>		
9. <i>Understands the concept of a letter.</i> <ul style="list-style-type: none"> <li>"Show me a letter on this page."</li> </ul>		
10. <i>Knows the meaning of a period.</i> <ul style="list-style-type: none"> <li>Point to a period at the end of a sentence and ask, "What is this? What does it tell the reader to do?"</li> </ul>		
<b>TOTAL SCORE</b>		<b>_____/10</b>

Taken from Observation Survey of Early Literacy Achievement by Marie Clay (2002), Managing Assessment and Instruction by C. Crevola & Mark Vineis (2004), and The Café Book by Boushey & Moser (2009).

## Resource Page

### Concepts About Print

Name	Copyright	Page(s)
Fox Letters and Numbers – Print Detective	CTB/McGraw-Hill LLC.	1
Fox Letters and Numbers – Make a Story Book	CTB/McGraw-Hill LLC.	1
Fox Letters and Numbers – Where Do I Start?	CTB/McGraw-Hill LLC.	1
Print Awareness Activities	Kindergarten Teacher’s Resource Book	48-61
An Observation Survey	Marie Clay (2002)	37-48
When Readers Struggle: Teaching that Works	Gay Su Pinnell & Irene C. Fountas <i>Heinemann</i>	174-200

### Websites

<a href="http://www.oise.utoronto.ca/balancedliteracydiet/Concepts_of_Print.html">http://www.oise.utoronto.ca/balancedliteracydiet/Concepts_of_Print.html</a>	OISE UT
<a href="http://legitliteracy.weebly.com/concepts-of-print.html">http://legitliteracy.weebly.com/concepts-of-print.html</a>	Legit Literacy
<a href="http://www.sedl.org/cgi-bin/mysql/framework1.cgi?element=Concepts+About+Print&amp;andor=and&amp;source=&amp;sortby=element">http://www.sedl.org/cgi-bin/mysql/framework1.cgi?element=Concepts+About+Print&amp;andor=and&amp;source=&amp;sortby=element</a>	Advanced Research Improving Education
<a href="https://newcastleearlycareerteachers.files.wordpress.com/2012/10/teaching-ideas-concepts-about-print.pdf">https://newcastleearlycareerteachers.files.wordpress.com/2012/10/teaching-ideas-concepts-about-print.pdf</a>	Great ideas for teaching concepts about print
<a href="http://www.fcrr.org">www.fcrr.org</a>	Florida Center for Reading Research

## Section 8: Running Records

### END OF YEAR BENCHMARKS – ENGLISH

Grade	Minimum Standard
SK	C
1	I
2	M
3	P
4	S
5	V
6	Y
7	Z
8	Z

### END OF YEAR BENCHMARKS – FRENCH IMMERSION

Grade	Minimum Standard
SK	3+
1	8+
2	14+
3	22+
4	25+
5	28+
6	30
7	30+
8	30+

#### **Running Records are taken to:**

- guide teaching
- match readers to appropriate texts
- document growth overtime
- note strategies used
- group and regroup children for instruction

## Section 8: Running Records

### **RUNNING RECORDS**

#### **Why should I administer this assessment?**

Noted researcher Marie Clay designed this very effective and widely used tool. Running Records capture what children know and understand about the reading process. A Running Record is not just the recording of right and wrong words. It requires observing all behaviours to help determine the “thinking process” children are using as they read the text. A correct response does not necessarily reveal the thinking a child is using unless they have verbalized or shown through body language (e.g., eyes go to the picture, finger moves back across the text) their mental processing. A Running Record provides you with a playback of an entire oral reading conference, including the smallest details on the reader’s attitude, demeanour, accuracy, and understanding. With this information, you can analyze behaviours, responses, competencies, initiatives taken, and in turn, determine instructional needs. You are therefore encouraged to record all behaviours children display during reading conferences. Running Records are also a critical piece of assessment for the formation of dynamic (changing regularly) guided reading groups, and allow for the selection of “just right” texts and the teaching of appropriate strategies. Running Records allow you to document progress over time when an initial or baseline record is compared to a more recent one.

A Formal running record allows you to assess a student's reading performance as she/he reads from a benchmark book. Benchmark books are books selected for running record assessment purposes. In the NCDSB, we have use of the Benchmark Assessment System (BAS) by Fountas and Pinnell for benchmark books. A running record form, with text from the book printed on the form, accompanies each of the benchmark books. It is recommended that formal running records using benchmark books are done about 3 times a year. More regular use of running records should be considered for any at-risk reader. There are conflicting views on whether students should be assessed using a book they have never read versus using a book they are familiar with. We believe using a book that has not been previously read will give a more accurate measure of a student's ability to handle text at the assessed level. For this reason, two benchmark books at each level are provided in the BAS: one fiction and one non-fiction.

Informal running records can be done using any book a student might be reading. Many teachers choose to do informal running records more regularly during guided reading or independent reading time. A blank running record form has been included for teachers who wish to perform running records on books other than the benchmark books in the BAS.

Running records are a reliable assessment tool. When running records are administered at regular intervals, they document what a student growth during that time period. **A number of studies indicate that:**

- ✓ Students need to read materials within an appropriate range to continue to develop reading skills and strategies. Students who regularly read materials that are too difficult or too easy do not make the same gains. Thus accurate and regular assessment linked to effective programming at the right level is very closely connected to student growth.
- ✓ Students reading under 95% accuracy may have difficulties comprehending a text and tend to rely upon less efficient strategies to decode and comprehend these texts. Between 90% and 95% accuracy is the right level for guided reading levels which assist students to acquire and practice more efficient strategies.
- ✓ Students learning to read often use a variety of efficient and inefficient strategies to decode and comprehend text. Close observation of reading behaviours allows teachers to observe efficient and inefficient strategies and to program effectively so that more efficient strategies are developed.
- ✓ Most students require ongoing modeling of and explicit instruction in reading strategies during both shared and guided reading in order to make reading gains.
- ✓ Some students, who are able to decode text accurately, are unable to understand the text. Therefore, comprehension questions are an important check on reading behaviours. Instruction in comprehension strategies needs to occur regularly.



**Materials needed:**

- Benchmark Text from BAS kit or teacher-selected text
- Running Record sheet to accompany BAS text or blank running record sheet if using a teacher-selected text

**How do I administer it?**

To take a Running Record, sit beside a child as he or she reads a selected text aloud in a natural and relaxed environment. It is necessary to select a time when you can hear the child read without interruptions, such as when children are engaged in quiet reading or on independent literacy activities. Observe and record everything the child says and does during the reading. You will find yourself noticing more and more about children's reading behaviours each time you take a Running Record. Because there is a set code for recording, all teachers can understand and then discuss, analyze, and plan teaching strategies for the child or small groups of children.

Using the running record sheet record what the student is reading using the coding system below:

Behaviour	Notation	Example
Correct response	Mark every word read correctly with a check mark.	✓ ✓ ✓ ✓ ✓ Can you see my eyes?
Substitution	Write the spoken word above the word in the text.	✓ ✓ ✓ <u>the</u> ✓ Can you see my eyes?
Omission	Place a dash above the word left out.	✓ ✓ ✓ <u>—</u> ✓ Can you see my eyes?
Insertion	Insert the added word and place a dash below it (or use a caret).	✓ ✓ ✓ ✓ <u>big</u> ✓ Can you see my eyes?
Attempt	Write each attempt above the word in the text.	✓ ✓ ✓ ✓ e-ey Can you see my eyes?
Repetition	Write R after the repeated word/phrase and draw an arrow back to the beginning of the repetition.	✓ ✓ ✓ ✓ R ✓ Can you see my eyes?
Appeal* (asks for help)	Write A above the appealed word.	✓ ✓ ✓ <u>A</u> ✓ Can you see my eyes?
Told word	Write T beside the word supplied for the reader.	✓ ✓ ✓ <u>—</u> T ✓ Can you see my Teyes?
Self-correction	Write SC after the corrected word.	✓ ✓ ✓ <u>the/SC</u> ✓ Can you see my eyes?

\*An appeal for help from the child is turned back to the child for further effort (e.g., Say: *You try it*. If the child is unsuccessful, the word is teacher-given (told word).

Once you have recorded what the student has read, you will need to complete the comprehension portion of your running record. If you are using the BAS kit, the questions/prompts are included for each of the comprehension areas of Within, Beyond and About the Text. If you are not using a benchmark text, you will want to ask question similar to those found in the BAS to help determine the level of comprehension for that text.

**How do I score it?**

If you are using the BAS kit, the running record forms will walk you through the scoring. Simply follow the instructions on the running record form.

If you are not using the BAS kit, you can score the running record as follows:

- Count only the running words in a text. Running words do not include titles, subtitles, captions, and so on.

COUNT AS ONE ERROR	DO NOT COUNT
<ul style="list-style-type: none"> <li>• A substitution</li> <li>• An omission</li> <li>• An incorrect attempt</li> <li>• An unsuccessful appeal</li> <li>• A told word</li> <li>• An insertion</li> </ul>	<ul style="list-style-type: none"> <li>• Self-corrections</li> <li>• Repetitions</li> <li>• A correct attempt</li> <li>• A successful appeal</li> <li>• Words pronounced differently in a child's dialect or accent</li> </ul>

- Count each word in a skipped line as an error.
- Count a skipped page as one error and subtract the word count for that page from the total word count.
- Count proper nouns read inaccurately only once. Count other words read inaccurately each time.
- Calculate the Percent of Accuracy for a record by subtracting the total number of errors made from the number of running words in the text. The answer will then be divided by the number of running words.

**Calculating Percent of Accuracy**

1. Running Words - Total Errors = Score

$$\square - \square = \square$$

2. Score ÷ Running Words × 100 = % Accuracy

$$\square \div \square \times 100 = \square \%$$

- Determine the Self-Correction Rate for a record. The Self-Correction Rate indicates how well a child self-monitors his or her reading. Calculate this rate by adding the total number of errors to the total number of self-corrections and dividing this sum total by the total number of self-corrections. For example, six total errors plus two self-corrections equals eight. If you divide eight by the total number of self-corrections, the answer is four. The self-correction rate is then recorded as 1:4, which shows the child self-corrected one time for every four words misread. A Self-Correction Rate of up to 1:5 shows the child is self-monitoring and using decoding strategies.

**Calculating Self-Correction Rate**

1. Total Errors + Total Self-Corrections = Sum Total

$$\square + \square = \square$$

2. Sum Total ÷ Total Self-Corrections = Rate

$$\square \div \square = 1: \square$$

7. Once you have calculated the Percent of Accuracy and the Self-Correction Rate, you can determine whether the reading level for that book is easy, instructional, or hard for a particular reader.

<b>Easy Text (96-100%)</b>	<b>Appropriate Instructional Text (93-95%)</b>	<b>Challenging Instructional Text (90-92%)</b>	<b>Hard Text (Below 90%)</b>
Move child to higher text level.	A comfortable instructional text level.	Child may require more direct support.	Move child to lower level.

### **Easy Texts (96-100%)**

When children read an easy text, they are able to read for enjoyment and meaning. There are no decoding challenges. Easy texts are appropriate for independent reading.

### **Appropriate Instructional Texts (93-95%)**

These texts are selected by you, and have many supports and very few challenges for the reader. They are at the higher-end of what Clay has identified as Instructional Texts (90-95%). Because you are usually working with a group of children and not individuals, it is difficult to match texts appropriately to the background knowledge and instructional strategies of an entire group. These texts are appropriate for guided reading.

### **Challenging Instructional Texts (90-92%)**

These texts can be more challenging for a child or group of children. A text at this percentage may require too much work. A guided reading text should provide only one or two challenges and be a supported, comfortable read.

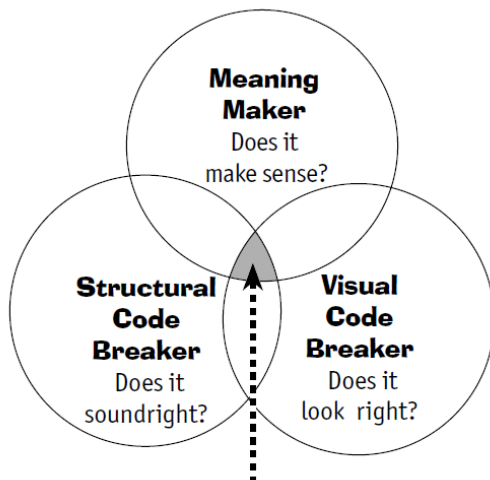
### **Hard Texts (Below 90%)**

These texts have too many challenges for children to read. Reading books that are too hard too often can lead to poor reading behaviours that will be difficult to eliminate.

### **How do I Analyze the Reading Behaviours?**

Once a record of a child's reading has been taken, it is necessary to analyze the strategies, cues, and behaviours he or she is using (or not using). When analyzing a child's reading performance, it is your "best guess" (using all the knowledge gathered about the child) of the process or "reading thinking" that is happening. To acquire a useful analysis, it is important to determine whether readers are using meaning cues, structural cues, or visual cues.

## **Integrating the Cueing Systems**



### **Note**

Readers should be using more than one cueing system at a time.

### Meaning Cues

Meaning cues relate to a reader's ability to gather a book's basic message by making meaning of it at the text, content, and word level. If readers are using meaning cues, they think and evaluate what they read. They check whether the sentence "makes sense." Meaning-appropriate errors (miscues) do not interrupt the general comprehension of the sentence or paragraph. A meaning miscue may be syntactically appropriate, but may not have a letter-sound correlation.

When analyzing a Running Record or Record of Reading Behaviours, it is important to look at all the errors the child makes. For each error, answer the following question: *Does the child's attempt make sense considering the story background, information from pictures, and meaning in the sentence?* If the answer is yes, the child has used meaning cues, **M** is circled in the error column.

When dealing with self-corrections, consider what caused the child to make the error in the first place. If meaning cues were being used while the error was made, **M** is circled in the error column. Then consider what cues the child used to self-correct. If meaning cues were used for the self-correction, **M** is circled in the self-correction column.

✓ ✓ ✓ ✓ ✓ ✓ woods There are many trees in the forest.	Cues Used
	Ⓜ Ⓢ V

In this example, the reader substituted *woods* for *forest*. With this substitution, the sentence still makes sense and sounds right. Therefore, the reader used both meaning cues and structural cues. However, the reader did not use visual cues since the words do not resemble each other in any way.

### Structural Cues

Readers who use structural cues are relying on their knowledge of the grammar and structure of the English language to make the text sound right. Using this knowledge, readers check whether or not the word or sentence sounds right. When analyzing a Running Record or Record of Reading Behaviours, it is important to look at all the errors the child makes. For each error, answer the following question: *Does the child's attempt sound right considering the structure and syntax of the English language?* If the answer is yes, the child has used structural cues, **S** is circled in the error column.

When dealing with self-corrections, consider what caused the child to make the error in the first place. If structural cues were being used while the error was made, **S** is circled in the error column. Then consider what cues the child used to self-correct. If structural cues were used for self-correction, **S** is circled in the self-correction column.

### Visual Cues

Visual information includes the way letters and words "look." Readers use their knowledge of the visual features of words and letters and then connect these features to their knowledge of the way words and letters sound when spoken. When analyzing a Running Record or Record of Reading Behaviours, it is important to look at all the errors the child makes. For each error, answer the following question: *Does the child's attempt visually resemble in any way the word in the text (e.g., begins and/or ends in the same letter)?* If the answer is yes, the child has used visual cues, a **V** is circled in the error column.

When dealing with self-corrections, consider what caused the child to make the error in the first place. If meaning cues were being used while the error was made, **V** is circled in the error column. Then consider what cues the child used to self-correct. If visual cues were used for self-correction, **V** is circled in the self-correction column.

poor I swim in a pool.	Cues Used
	M S Ⓜ

In this example, the reader substituted *poor* for *pool*. With this substitution, the sentence does not make sense nor does it sound right based on the grammar and syntax of the English language. However, the two words resemble one another visually, so the reader used visual cues.

**The goal for readers is to integrate the cueing systems while reading for meaning. For example, a child might look at a word, make the sound of the first letter, think of a word that would make sense, sound right, and match the visual features of the word. This child has initially used visual information, thought about meaning and structure, and then checked the prediction against visual information. This happens quickly, and the child's focus remains on meaning.**

### **Self-Monitoring**

After all errors and self-corrections are analyzed, you should also reflect on the following to help assess a reader's self-monitoring strategies to guide further instruction:

- Does the reader repeat what he or she has read as if to confirm the reading so far?
- Does the reader notice when cues do not match?
- Does the reader pause as if he or she knows something does not match but seems to not know what to try?
- Does the reader request help (appeal) frequently? After several attempts?
- Does the reader rely on only one cue, or does the reader integrate cues?
- Does the reader check one cue against another?
- Does the reader read with phrasing and fluency?

### **Self-Monitoring Strategies**

- ignored obvious errors
- paused/stopped
- repeated word(s)
- tried something else
- self-corrected
- self-corrected and re-read to confirm
- integrated cueing systems  
(M, S, V)

### **Strategies To Look for While Children Are Reading:**

- Looking at the pictures.
- Questioning whether it makes sense, sounds right, and looks right.
- Finding little words in big words.
- Reading to the end of the sentence.
- Looking at the punctuation marks.

# Summary of Conventions and Errors

Convention	How to record it	Does it count as an error?
Standard Notation	"student" "text"	If there are two ways to score responses, choose the scoring that results in the fewest errors.
Accurate Reading	✓ ✓ ✓	<b>No.</b> <ul style="list-style-type: none"> <li>If a word is pronounced like two words (e.g., in/to) it is considered a pronunciation error, not a reading error, and is not counted.</li> <li>Mispronunciations due to speech difficulties or accents are not counted as errors (e.g., 'wif' for 'with' or 'dis' for 'this').</li> </ul>
Substitution	<u>went</u> want  <u>for</u>   <u>fit</u> fix	<b>Yes.</b> <ul style="list-style-type: none"> <li>If the student makes an error (e.g., 'the' for 'a') and makes the error repeatedly, it is counted as an error each time.</li> <li>Substitutions of proper nouns (e.g., 'Jack' for 'John') are counted only once. Subsequent repeated errors are coded but not counted.</li> <li>Contractions are counted as one error, as they are considered one grammatical unit.  <math>\frac{I\ am}{I'm}</math> or <math>\frac{I'm}{I\ am}</math> </li> </ul> <ul style="list-style-type: none"> <li>If the student makes multiple attempts to read one word and still does not correctly read the word, it is scored as one error.</li> </ul>
Self-Correction (SC)	<u>went</u>   SC want	<b>No.</b> <ul style="list-style-type: none"> <li>If the student makes one or more attempts but finally corrects the word, there is no error.</li> </ul>
Repetition (R)	R or ✓✓ R or R <sub>2</sub>	<b>No.</b>
Omission	<u>—</u> very	<b>Yes.</b> <ul style="list-style-type: none"> <li>If an entire line or sentence is omitted, each word is counted as an error.</li> <li>If an entire page is omitted, no errors are counted. The number of words on the page should be deducted from the running word total.</li> </ul>
Insertion	<u>little</u> —	<b>Yes.</b> Each insertion is one error, so there can be more errors than words on a line. However, a student cannot receive a minus score for a page.
Appeal (A) Teacher response to appeal: "you try it" (Y)	<u>—</u>   A sometimes   Y	<b>No.</b>
Told (T)	<u>—</u>   thought   T	<b>Yes.</b>

## Calculate Percent Accuracy

Here's how to calculate the accuracy of the reading.

Task	Process	Example
1. Count the total running words (RW). Do not include titles. Tally the number of errors (E). Write the ratio at the bottom of the recording sheet.	$\frac{E}{RW}$	<b>E = 12</b> <b>RW = 134</b> <b>Ratio:</b> $\frac{12}{134}$
2. Convert to a ratio with a numerator of one.	Divide the denominator by the numerator.	$134 \div 12 = 11.16$ round off the number to <b>11</b>
3. Record the information on the bottom of the running record sheet.	Record in the form <b>1:x</b> .	<b>1:11</b>
4. Determine the percent accuracy. Fill in this number on the front of the recording sheet.	Check the conversion table to find the percent accuracy for the ratio. Round down to make a conservative determination.	<b>1:11</b> round down to <b>1:10</b> <b>90% accuracy.</b>
<b>Percent Accuracy Conversion Table</b>		
Error Ratio	Percent Accuracy	
1:200	99.5	<b>Easy</b> <b>95-100% correct:</b> The book level is suitable for independent work and reading practice.
1:100	99	
1:50	98	
1:35	97	
1:25	96	
1:20	95	<b>Instructional</b> <b>90-94% correct:</b> The book level is suitable for guided reading instruction.
1:17	94	
1:14	93	
1:13	92	
1:12	91	
1:10	90	<b>Difficult</b> <b>80-89% correct:</b> Book level is generally too difficult and the student may lose control of meaning and structure. Below 90% likely a poor book choice.
1:9	89	
1:8	88	
1:7	86	
1:6	83	
1:5	80	
1:4	75	
1:3	66	
1:2	50	

# Using Running Records to Inform Teaching

Use the time immediately after administering running record to teach your student. Ask yourself: "What is the most important teaching point that can help this student progress right now?"

If you identify similar reading difficulties or patterns amongst two or more students, then address the issue in small or large group settings.

What I see in the student's running record	What I can do
Uses 1 or 2 source(s) of information	<ul style="list-style-type: none"> <li>• Direct teaching to the other sources of information in Guided Reading and Shared Reading through teacher prompts:               <ul style="list-style-type: none"> <li><b>"Does it make sense?"</b> (direct to meaning)</li> <li><b>"Does it sound right?"</b> (focus attention on structure)</li> <li><b>"Does it look right?"</b> (focus attention on visual cues)</li> </ul> </li> <li>• Encourage the student to check an attempt :               <ul style="list-style-type: none"> <li><b>"It looks like <i>come</i>, but does that sound right?"</b> (structure)</li> </ul> </li> </ul>
Uses <b>Meaning</b> and <b>Structure</b> and neglects <b>Visual</b>	<ul style="list-style-type: none"> <li>• Direct teaching and prompts to focus on visual information</li> <li>• Teach effective ways to solve new words (such as chunking, initial sound, repeating and attempting the new word)</li> </ul>
Does not address punctuation and text features	<ul style="list-style-type: none"> <li>• Model during Read Aloud and writing sessions</li> <li>• Teach during Shared Reading and writing activities</li> <li>• Provide opportunities to practise in Guided Reading</li> <li>• Emphasize punctuation with texts that the student knows well</li> </ul>
Applies substitutions, omissions, insertions	<ul style="list-style-type: none"> <li>• Emphasize attention to visual information:               <ul style="list-style-type: none"> <li><b>"It makes sense but look at the first letter."</b></li> <li><b>"It sounds right but look at the end of the word."</b></li> </ul> </li> <li>• Provide comprehension strategies and prompts for meaningless errors :               <ul style="list-style-type: none"> <li><b>"You said..... Does that make sense?"</b></li> </ul> </li> </ul>
Neglects meaning (may focus primarily on visual cues)	<ul style="list-style-type: none"> <li>• Provide direct teaching:               <ul style="list-style-type: none"> <li><b>"Good readers think about what they are reading."</b></li> </ul> </li> <li>• Encourage the student to reread something when it is unclear or doesn't make sense</li> <li>• Encourage the student to predict and check what is happening</li> <li>• Teach pre-reading comprehension strategies like predicting, taking a picture walk, questioning and making connections during Shared Reading</li> <li>• Practice strategies during Guided Reading</li> </ul>



What I see in the student's running record	What I can do
Rarely self-corrects	<ul style="list-style-type: none"> <li>• Teach self-monitoring (checking that the words read make sense, sound right and look right)</li> <li>• Provide checking strategies such as re-reading, checking the picture and confirming visual information: <ul style="list-style-type: none"> <li><b>"You said..... Does that sound right?"</b></li> <li><b>"Look at the picture."</b></li> <li><b>"Try this part again. Does that match?"</b></li> </ul> </li> <li>• Use Guided and Shared Reading sessions to model and prompt for checking strategies</li> </ul>
Reads slowly word for word	<ul style="list-style-type: none"> <li>• Read familiar books with the student, focusing on fluency, not on decoding <ul style="list-style-type: none"> <li><b>"Make it sound smooth, like talking."</b></li> </ul> </li> <li>• Model reading with phrasing and fluency</li> <li>• Prompt during Guided Reading and Shared Reading : <ul style="list-style-type: none"> <li><b>"Make it sound like talking."</b></li> <li><b>"Let's try smooth reading."</b></li> </ul> </li> <li>• Use choral reading</li> <li>• Provide the student with books on audiotape</li> <li>• Pair the student with a fluent reader</li> <li>• Tape the student reading, then play back the tape</li> <li>• Encourage reading aloud in shared writing experiences</li> <li>• Find books that lend themselves to fluent reading (patterned text, songbooks, rhymes)</li> <li>• Choose books that hold a lot of interest for the student</li> </ul>
Struggles with high-frequency words	<ul style="list-style-type: none"> <li>• Create word banks and a word wall of high frequency words Encourage the student to use the words, sort them and refer to them</li> <li>• Select texts that include the high-frequency words. Before reading the text, look at the word(s) with which the student has trouble. Use magnetic letters, little cards or a whiteboard. Then find the word(s) in the text before reading the whole book. Say, <b>"Find 'is' . Good, that says 'He is....' "</b></li> <li>• Emphasize high-frequency words often, such as during shared writing and when working with magnetic letters</li> </ul>
Invents text (early stages)	<ul style="list-style-type: none"> <li>• Prompt the student to use a finger as a <b>1:1</b> guide when reading, and say : <ul style="list-style-type: none"> <li><b>"Point to the words.</b></li> <li><b>Does that match?</b></li> <li><b>Did you have enough words?</b></li> <li><b>Did you run out of words?"</b></li> </ul> </li> </ul>

## Supporting Students at Reading Level Below 1

The following strategies may help to determine how to support students who are not yet reading at level at the end of their Senior Kindergarten year or in Grade One. Direct teacher support should be provided on an on-going, as-needed basis until the student is reading successfully.

Level of Teacher Support	What to Do	What to Ask Yourself
<p><b>Step 1</b></p>	<p>Show the student a new level 1 (or A) book and read the title. Read the first two pages, then ask the student to finish reading the book. Note on the running record sheet that the first two pages were read. Record the student's reading.</p>	<p>Can the student hold the pattern through the rest of the book?</p> <p>Can the student hold the pattern for one or two pages?</p> <p>Does the student lengthen sentences to provide more information? For example, "I am talking" is replaced with "I am talking on the telephone."</p> <p>Does the student immediately revert to a different set of words without acknowledging the pattern?</p>
<p><b>Step 2</b></p>	<p>If the student has difficulty holding the pattern, select another simple level 1 (or A) book and read the title. Then read the entire book. Note this on the running record sheet.</p> <p>After you have finished reading, ask the student to read the entire book. Note the oral language control and how well the student holds the pattern.</p>	<p>Can the student hold the pattern through the rest of the book?</p> <p>Can the student hold the pattern for one or two pages?</p> <p>Does the student lengthen sentences to provide more information? For example, "I am talking" is replaced with "I am talking on the telephone."</p> <p>Does the student immediately revert to a different set of words without acknowledging the pattern?</p>

Level of Teacher Support	What to Do	What to Ask Yourself
<p><b>Step 3</b></p>	<p>If the student still experiences difficulty in holding the pattern, then ask the student to draw a picture. After the picture is finished, ask the student to tell a story about the picture (one or two sentences is fine). Write down, then reread, the story to the student. Ask the student to read the story. Record the reading on the sheet.</p>	<p>Did the student repeat the dictated text?</p> <p>If the reading was different, did it relate to the original? Was it a different story?</p> <p>Did the student understand that words can be written down and made permanent?</p>

### Offer Ongoing Support

**There are several ways to provide support for the student who is not yet reading from text:**

- Remind the student to look at the text as well as the pictures. Demonstrate this behaviour during modelled and shared reading sessions.
- Have the student turn the pages independently.
- When working one-to-one with a student, or in a small group, be sure to introduce the story before starting to read.
- Insist that the student use a finger to direct attention to the words. Prompts such as "Read it with your finger," and "Does it match?" help the student to focus attention on the text.
- Encourage the student to write on a regular basis. This helps build awareness that text carries the meaning of a story. Assess the student's knowledge of concepts of print and teach these in daily reading activities.

# Running Record Recording Sheet

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

Date: \_\_\_\_\_

Book Title: \_\_\_\_\_

Familiar Text: \_\_\_\_\_

Number of Words: \_\_\_\_\_ Level: \_\_\_\_\_

Unfamiliar Text: \_\_\_\_\_

Accuracy/Self-Correction Ratio: \_\_\_\_\_

**Cues Used:**

**Strategies Used:**

Meaning \_\_\_\_\_

Monitoring \_\_\_\_\_

Structure \_\_\_\_\_

Cross-Checking \_\_\_\_\_

Visual \_\_\_\_\_

Searching \_\_\_\_\_

Page:		E	SC	E MSV	SC MSV

# Running Record Recording Sheet

Page \_\_\_\_\_

Page:		E	SC	E MSV	SC MSV

## **Making Instructional Decisions/Teaching for Strategies**

**1.** What evidence can you find of strategies being used?  
(Identify each strategy and give examples from the running record.)

**2.** What strategies are needed?

**3.** How would you teach the needed strategy?







## How to complete the Running Record Recording Sheet.

Although you can use a blank piece of paper to administer a running record, it is helpful to use a blank Running Record Recording Sheet to help with organization.

1. Fill in the basic information on the top of the form. Include the number of running words, the level of the text and whether the book is *seen* (familiar) or *unseen* (unfamiliar).
2. After administering the running record, use a scrap piece of paper or a calculator to determine the accuracy and self-correction ratios. Write the ratios on the front of the recording sheet.

A student should self-correct after monitoring, noting a discrepancy, and searching for and using additional information to correct the problem. Self-correction is noted in the form of a self-correction ratio. The goal is for the student to self-correct at least 1 error in every 4 errors (1:4).

3. Under **Cues Used** summarize the cues or sources of information the student used. Look for patterns in the MSV analysis of errors and self-corrections. Use a checkmark to indicate that the source of information was used regularly.
4. Fill in the *Making Instructional Decisions/Teaching for Strategies* sheet. Record whether or not the student used the various sources of information on a regular basis.

### **Record other observations such as:**

- Used MS together
- Neglected V
- Used V at self-correction
- Used sounding at difficulty
- Used all 3 together

5. Under **Strategies Used** consider the student's observed reading behaviours, place a checkmark beside the strategy or strategies used by the student, then add summary comments to the *Making Instructional Decisions/Teaching for Strategies* sheet.

**Monitoring:** Monitoring ensures that the reading makes sense semantically, syntactically and visually (makes sense, sounds right and looks right). Proficient readers stop and check the reading only if the three sources of information do not match. Young readers need to learn how to monitor reading for accuracy.

**Sample monitoring summary comments:**

- Paused at errors (the student knew something was wrong but did not yet know what to do about it)
- Repeated phrases after error (the student knew something was wrong and tried to obtain additional information)
- Appealed for confirmation after error

**Cross-Checking:** Cross-checking is a subset of monitoring. Many early readers use cross-checking. The student uses one or two sources of information, then cross-checks the word by using another (the neglected) source of information. For example: the student reads *ran* instead of *walked*. The student appears to have used meaning and structure but not visual information. If the student cross-checks, the attempt is checked using visual information. The student should note that *ran* does not visually match *walked*.

**Sample cross-checking comments:**

- Used V to check MS
- Used MS to check V

**Searching:** Searching is a strategy used by the student to search for (and use) information to solve a word. The student may use meaning, structure or visual information, or a combination of the three sources of information.

**Sample searching comments:**

- Used picture
- Used initial sound
- Covered ending
- Found chunks
- Read on

6. Write a brief comment on the *Making Instructional Decisions/Teaching for Strategies* sheet about required teaching focus based on the information obtained from the running record. What does the student do well? What needs to be taught next? This teaching focus can then be incorporated into individual, group or whole class instruction.



## Resource Page

### Running Records

Name	Copyright	Page(s)
Guided Reading: Good First Teaching for All Children	Fountas and Pinnell (1996)	73-106
Teaching for Comprehending & Fluency	Fountas and Pinnell (2006)	87-104
The Continuum of Literacy Learning	Fountas and Pinnell	See Information for your Grade
When Readers Struggle: Teaching that Works	Fountas & Pinnell (2009)	See chapter 4 and appendices for information related to running records; rest of text is excellent for teaching ideas
Comprehensive Literacy Resource for Grades 3-6 Teachers	Miriam Trehearne (2006)	
An Observation Survey	Marie Clay (2002)	49-79

### Websites

<a href="http://eworkshop.on.ca/edu/core.cfm?p=modView.cfm&amp;navID=modView&amp;L=1&amp;modID=2&amp;c=2&amp;CFID=1365656&amp;CFTOKEN=5c1e087c2cc4fec4-92454729-129B-81D3-38752B25B93DF87B">http://eworkshop.on.ca/edu/core.cfm?p=modView.cfm&amp;navID=modView&amp;L=1&amp;modID=2&amp;c=2&amp;CFID=1365656&amp;CFTOKEN=5c1e087c2cc4fec4-92454729-129B-81D3-38752B25B93DF87B</a>	Learn to do Running Records at eworkshop.on.ca
<a href="http://www.edutopia.org/blog/make-running-records-manageable-useful-bridget-stegman">http://www.edutopia.org/blog/make-running-records-manageable-useful-bridget-stegman</a>	Edutopia
<a href="http://www.decd.sa.gov.au/literacy/files/links/DECD_E_E_Running_Records_J.pdf">http://www.decd.sa.gov.au/literacy/files/links/DECD_E_E_Running_Records_J.pdf</a>	Government of South Australia
<a href="http://readingrecovery.org/images/pdfs/Conferences/NC10/Handouts/Jamison.pdf">http://readingrecovery.org/images/pdfs/Conferences/NC10/Handouts/Jamison.pdf</a>	Reading Recovery Organization
<a href="https://www.pearsonschoolsandfecolleges.co.uk/AssetsLibrary/SECTORS/Primary/PDFs/RWebAssessment/AssessmentforLearning,RunningRecordsandAssessingPupilsProgress.pdf">https://www.pearsonschoolsandfecolleges.co.uk/AssetsLibrary/SECTORS/Primary/PDFs/RWebAssessment/AssessmentforLearning,RunningRecordsandAssessingPupilsProgress.pdf</a>	Pearson Education
<a href="http://www.fcrr.org">www.fcrr.org</a>	Florida Center for Reading Research

**Section 9: Early and On-Going Identification  
PROCEDURES & ASSESSMENTS**

## EARLY IDENTIFICATION PROCEDURES & INTERVENTION STRATEGIES

**“Children’s early experiences last a lifetime.”**

*How Does Learning Happen: A Pedagogy for the Early Years, pg. 4*

In January 2013, the Ontario government released the *Ontario Early Years Policy Framework*, which articulates the following vision for early years programs:

*“Ontario’s children and families are well supported by a system of responsive, high-quality, accessible, and increasingly integrated early years programs and services that contribute to healthy child development today and a stronger future tomorrow.”*

During our first years of life, the brain develops at an astounding rate. Scientists now know this process is not just genetic but is dramatically influenced by our early experiences with people and our surroundings.

Recent work with the Early Years Division at the Ministry of Education has helped us to better understand that children are competent, capable of complex thinking, curious, and rich in potential. They grow up in families with diverse social, cultural, and linguistic perspectives. Every child should feel that he or she belongs, is a valuable contributor to his or her surroundings, and deserves the opportunity to succeed. When we recognize children as capable and curious, we are more likely to deliver programs and services that value and build on their strengths and abilities.

*How Does Learning Happen?* is organized around four foundational conditions that are important for children to grow and flourish: **Belonging, Well-Being, Engagement, and Expression**. These foundations, or *ways of being*, are a vision for all children’s future potential and a view of what they should experience each and every day. These four foundations apply regardless of age, ability, culture, language, geography, or setting. They are aligned with the Kindergarten program. They are conditions that children naturally seek for themselves.

- **Belonging** refers to a sense of connectedness to others, an individual’s experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.
- **Well-being** addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.
- **Engagement** suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.
- **Expression** or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy.

A focus on these foundations throughout all aspects of early years programs ensures optimal learning and healthy development. Recurring themes from research, theory, and practice suggest that high-quality early childhood programs:

- establish positive, responsive relationships with children and their families;
- value children as individuals and as active and competent contributors with their own interests and points of view;
- recognize the connection between emotional well-being and social and cognitive development and the importance of focusing on these areas holistically;
- provide environments and experiences for children to explore ideas, investigate their theories, and interact with others in play;

- engage with families and support each child within the context of his or her family, recognizing that family and child well-being are inextricably linked;
- provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth.

While the majority of children adapt to the level of programming offered during the early school years, a minority show evidence of learning difficulties that place them significantly behind their peers in key areas of readiness for the acquisition of appropriate literacy and numeracy skills.

As a result of this high variability during early childhood, evident in nearly any environment with preschoolers and kindergarteners, there is a considerable body of evidence which indicates that at-risk preschool children who receive direct assistance in overcoming deficiencies in the areas of language, problem-solving, and reading are less likely to fail once they enter school than children who do not receive this form of assistance (Simner, pg. 1).

In the revision of our Early Identification and Intervention policy, we have endeavoured to ensure that we have considered all four of the foundational conditions outlined in *How Does Learning Happen?*

**MINISTRY OF EDUCATION POLICY/PROGRAM MEMORANDUM NO. 11 (REVISED 1982) – EARLY IDENTIFICATION OF CHILDREN’S LEARNING NEEDS:**

The Ministry of Education Policy/Program Memorandum No. 11 states that:

*“Each school board is required to have approved and in operation by September 1981 procedures to identify each child’s level of development, learning abilities and needs and to ensure that educational programs are designed to accommodate these needs and to facilitate each child’s growth and development.”*

**Guiding Principles of the Early Identification and Intervention Program:**

- Language development is a major component of early identification.
- Teachers, in consultation with parents, must strive to know each child as soon, and as thoroughly as possible, in order to provide learning opportunities that will help each child.
- A variety of strategies are to be used to maintain an ongoing review of each child’s emotional, social, intellectual, and physical development throughout the early years.
- Continuous assessment is to be done to help determine suitable programs for each child depending on learning strengths and needs. These programs are provided to the child in an environment where he or she feels secure.
- Assessment information is to be used to assist the child, and not as a predictor of long-term achievement.
- Classroom and resource teachers will work together to identify children with special needs and refer them to the appropriate agencies for further assessment and for appropriate services. They will also work together to use the expertise of these professionals to help assist with programming.

**Specific Objectives of the Program:**

- To help all children to reach their potential.
- To heighten educators’ awareness of how children learn.
- To help make educators aware of each child’s level of growth and development.
- To increase educators’ effectiveness in assessing the strengths and needs of their students.
- To give educators a theoretical framework that will help them in setting learning goals from which learning experiences can be developed.
- To provide educators with programs, materials, and consultation necessary for the remediation of any areas of need identified by the screening procedures.
- To increase the likelihood of school success for children who are at risk through early identification.
- To identify children who need further diagnostic assessment and special instructional planning in order to increase the potential for success.

- To evaluate the screening process periodically to ensure that it is beneficial to the children and their educator teams.

### Development in Early Learning

Children exhibiting signs of physical, cognitive, linguistic and/or social difficulties will benefit from a comprehensive system of observation and assessment. Compiling information on any or all of the following areas can help determine the area(s) on which intervention should focus.

- **Background Information about Family, Early Development, Health, Language, Literacy, and Educational Experiences:** A record of early developmental milestones will provide information about the rate of learning and any difficulties the child may have experienced.
- **Hearing and Vision:** Some physiological causes affect development. For example, a hearing impairment can interfere with language acquisition; a child with a visual impairment may be unable to interpret and interact with his or her environment appropriately.
- **Observations about Perception, Memory, Language, Thinking Skills, and Aptitudes:** These observations can help identify children experiencing difficulties in one or more areas of development.
- **Listening Comprehension and Expressive Language:** Observation of the child as he or she communicates with parents, teachers, and peers demonstrates his or her ability to comprehend single words, sentences, questions, and short stories. A child should be able to use words previously learned, express ideas in an organized way, manipulate the sounds that make words, and play rhyming games, as appropriate. Constraints associated with formal testing may be less evident during observation, revealing more of what a child knows or can express. This is a significant area of observation because other symbolic systems, such as reading, writing and mathematics are based largely on oral language.
- **Awareness and Manipulation of Sounds in Words, Letter Names, and Picture Names:** These are good predictors of the success any given child may have with early reading skills.
- **Writing Mechanics and Early Content:** A child's pencil grasp during the writing process, samples of drawings, invented spellings, and pretend messages can effectively supplement the results of more formal testing.
- **Mathematics:** Testing instruments assess a child's verbal, visual and cognitive skills through recognition of numerals and perception of quantitative and qualitative characteristics (more, less, bigger, similar, different). Additional observation is also valuable.
- **Reasoning:** A child's ability to sort, group, classify objects and attributes, solve problems, and understand cause and effect can be determined by the performance of various tasks and by careful observation.
- **Social and Self-Help Skills and Use of Non-Verbal Communication:** Children should demonstrate the progressive ability to put on articles of clothing, tie shoes, button buttons, select clothes that are appropriate for different activities and weather conditions, and feed themselves. As play progresses from sensory exploration and representational play, a child should learn to take turns. Observing the child perform tasks that require visual-spatial skills can be beneficial.
- **Attention:** Younger children may be expected to lack sustained attention and be overactive, while kindergarteners should develop the ability to remain on task for a sustained period. Observation can reveal problems in this area.
- **Maturation:** Parents can provide information about a child's ability to care for him or herself and for others. From this information, along with observation, a child's level of general independence can be determined.

### ROLES AND RESPONSIBILITIES

The early and ongoing identification process is a collaborative and inclusive process involving the home, school and community. When developing strategies for the individual learner, the process involves continuous observation, interpretation, planning and assessment.

#### Classroom Teacher:

- ✓ Use a variety of strategies to maintain a systematic and ongoing review of each child's emotional, social, intellectual and physical development
- ✓ View language development as a major component of early identification



- ✓ Ensure ongoing observation and assessment using board recommended tools which results in appropriate changes in the child's program
- ✓ Record results on the early identification tracking sheets found in the school-based assessment folder
- ✓ Involve parents in the consultation process and consult with them on a regular basis
- ✓ Accommodate various learning styles to enhance each child's self-concept and development
- ✓ Treat information from assessment as tentative, temporary and confidential
- ✓ Identify children with needs who require further assessment and record all information
- ✓ Recognize and provide support to children previously identified during their preschool year
- ✓ Collaborate with other school staff to ensure each child's needs are being met; refer to school-based team as needed
- ✓ Create, implement and monitor the Individual Education Plan as needed

**Resource Teacher:**

- ✓ Provide support to classroom teacher in using a variety of strategies to maintain a systematic and ongoing review of each child's emotional, social, intellectual and physical development
- ✓ Administer additional assessments as required for students who may be at risk
- ✓ Involve parents in the consultation process and consult with them on a regular basis
- ✓ Accommodate various learning styles to enhance each child's self-concept and development
- ✓ Treat information from assessment as tentative, temporary and confidential
- ✓ Identify children with needs who require further assessment
- ✓ Record all information on the early identification tracking sheets found in the School-Based Assessment folder
- ✓ Support the classroom teacher in the creation, implementation and monitoring of the Individual Education Plan
- ✓ Liaise with community agencies to ensure adequate support is being provided to children previously identified during their preschool year

**The Parent or Guardian:**

- ✓ Provide the school with pertinent information in order to assist the school staff in meeting their child's needs
- ✓ Complete the "Early Years Information" form
- ✓ Provide consent to administer necessary assessments
- ✓ Become familiar with the school program and staff working with their child
- ✓ Encourage their child to share the daily activities of their classroom at the end of each school day
- ✓ Share observations and relevant data as the school year progresses
- ✓ Attend case conferences and other meetings related to special education programs and services
- ✓ Participate in parent-teacher conferences, portfolio nights and other relevant school activities
- ✓ Support their child at home (e.g. reading aloud, crafts, sharing time) and communicate any observations that would be helpful to school staff

**The School Principal:**

- ✓ Ensure staff is following the Early Identification Procedures as described in this plan
- ✓ Monitor the use of assessment tools and request the sharing of results as needed
- ✓ Ensure the Early Identification Tracking Sheet is completed annually by the teacher
- ✓ Attend school-based team meetings as required
- ✓ Ensure parents are involved in the consultation process and consult with them as needed

The Northeastern Catholic District School Board has adopted several observation, diagnostic and formal assessment tools to help classroom and resource teachers determine which students are at risk and require specialized interventions.

## EARLY AND ONGOING IDENTIFICATION PROCEDURES

- **School Registration:**

- ✓ The early identification process begins in the winter prior to school entrance when the parent/guardian comes to the elementary school to register the child for Junior Kindergarten, Kindergarten, or in some cases, Grade 1.
- ✓ The parent/guardian completes the "School Registration Form". This form provides the school with basic demographic information about the child and his or her family.
- ✓ The parent/guardian is also asked to complete the "Early Years Information" form which will include information about the child's health history and general development. The school secretary or principal is available to help fill out the form if needed.

- **Intake Process and Transition for Students with Special Education Needs:**

The Ministry document entitled *Planning Entry to School* will be used as the primary reference resource for the development and delivery of an effective transition plan for students with special needs entering the NCDSB. Transitions from home to school, from one grade or level of schooling to another, from one school to another, and from school to work can be challenging for students with exceptionalities and their families. A coordinated plan must be developed as part of the learner's Individual Education Plan and implemented well before any anticipated move is initiated to ensure that the student has the supports in place to assist in the transition. The Superintendent of Education works in conjunction with the Special Education team to review the required elements of the transition plan and ensure that a collaborative approach is employed. Each student case is discussed and reviewed as required, and relevant student information is shared with the appropriate team members and receiving facility to ensure maximum success of transitioning students.

- **Observation of Students & Pedagogical Documentation:**

The observation of a student is a collaborative effort of the many individuals interacting with the student. It is the most significant tool one has for assessment and evaluation. The interpretation of these observations can help ensure that appropriate programs are planned and implemented for each student.

When making observations, the teacher must be cognizant of the developmental profile of the student. Both the developmental stages and the learning expectations must form the basis for observation. Observation is an integral part of the teaching process.

Observations should be made of the student's interaction in his or her environment, and his or her attitudes towards learning. In this way, the teacher has a better chance of discovering the special talents, strengths, interests, and needs of the student that may affect his or her progress towards becoming an autonomous learner.

The *Royal Commission on Learning* states that well-structured programs for young children must be based on careful observation and monitoring of individual progress (vol. 11, pg. 21). Therefore, observation must be deliberate. Teachers must have a plan for methodical observation. Good observation techniques have the following characteristics:

- regular and systematic
- target a specific skill, attitude or behaviour
- reflect both process and product
- accompanied by examples where appropriate
- comprehensive – in a variety of settings (classroom, gym, recess, small group, large group, independent)
- formative – over a period of time
- unobtrusive and not interfere with normal activities
- cover all aspects of development: spiritual, cognitive, physical, social, and emotional
- objective and factual
- shared with parents/guardians and the student

Observations of students should be made for the following reasons:

- ✓ **To help determine effective teaching strategies:** Profitable, effective teaching strategies may be formed from observations.
- ✓ **To confirm the validity of other information (such as assessment):** Information gathered by teacher observation may at times be more valuable and valid than other information obtained by tests, formal assessments, or student records. Thus, the teacher, through observation, is capable of confirming (or disproving) test findings or other information obtained from other sources.
- ✓ **To identify problems that can be solved or remediated through modification of classroom program:** A student may need to adjust to a new teacher or adult with a personality different from that of the parent/guardian or previous teachers. Furthermore, a lack of understanding of directional/positional concepts, quantitative/numerical concepts and other prerequisite skills may cause a student much frustration and result in a learning problem.
- ✓ **To identify students who should be referred to the school-based team:** If a child is exhibiting behaviours that are affecting his or her learning, then referral to the School-based team may be necessary. A referral should be completed as soon as possible, since 30 days of observations is required (in most cases) before a meeting can take place.

**The following observation techniques should be used regularly:**

- anecdotal records
- collections of student work (portfolios)
- inventories (like reading or writing)
- questionnaires
- diaries
- checklists
- rating scales
- interviews/conferences
- discussions

### **Pedagogical Documentation**

Pedagogical documentation is about more than recording events – it is a means to learning about how children think and learn. It offers a process to explore all of our questions about children. As suggested by Carlina Rinaldi, it is a way of listening to children, helping us to learn about children during the course of their experiences and to make this learning visible to others for interpretation. And, it encourages educators to be co-learners alongside both children and their families.

“Pedagogical documentation supports educators in both including child development in their view, but also looking beyond development to capture broader aspects of experience for reflection.”

Moving beyond simply an objective reporting of children’s behaviour, pedagogical documentation helps to find meaning in what children do and what they experience. It is:

- a way to value children’s experiences and include their perspectives;
- a way to make children’s learning and understanding of the world around them visible to the children themselves;
- a process for educators to co-plan with children and with families;

The Ministry of Education has numerous resources to support Early Learning. The following are recommended reading for all educator teams:

- *Ontario Early Years Policy Framework (2013)*  
<http://www.edu.gov.on.ca/childcare/OntarioEarlyYear.pdf>
- *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Needs, Kindergarten to Grade 6 (2005)*  
<http://www.edu.gov.on.ca/eng/document/reports/speced/panel/index.html>
- *The Full-Day Early Learning-Kindergarten Program (2010 Draft)*  
<http://www.edu.gov.on.ca/childcare/EarlyLearnFS.pdf>
- *Kindergarten Matters: Intentional Play-Based Learning (2011)*  
[http://www.edu.gov.on.ca/eng/literacynumeracy/publications/fall\\_2011.html](http://www.edu.gov.on.ca/eng/literacynumeracy/publications/fall_2011.html)
- *Learning for All K-12 (2011)*  
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2011.pdf>
- *Monographs: What Works: Research into Practice & Capacity Building Series – Some of the Titles of interest – Language and Literacy October 2011, Maximizing Student Mathematical Thinking in the Early Years (2011), Pedagogical Documentation (2012) and The Third Teacher (2012)*  
<http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/whatWorks.html>  
<http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/capacityBuilding.html>
- *Planning Entry to School: A Resource Guide (2005)*  
<http://www.edu.gov.on.ca/eng/parents/planningentry.pdf>
- *Principals Want to Know Tip Sheets: #15 – Documenting in FDK – Making Children’s Learning Visible; #16 – Supporting Strong Educator Teams for Full-Day Kindergarten; #17 – Intentional Play-Based Learning*
- *How Does Learning Happen, Ontario’s Pedagogy for the Early Years (mainly page 37-62)*  
<https://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>
- Kindergarten GAINS – <http://www.edugains.ca/newsite/fulldaykinder/index.html>

- **Assessment Strategies**

As part of the NCDSB Code Project (DELTA), board-wide implementation of the Binder of Assessment Tools (BAT) was first introduced to primary division teachers during the 2007-2008 school year. As part of the early identification process, the BAT has been designed to assist teachers in their understanding of student strengths & needs as they relate to literacy and numeracy skills. It is intended that this information would then be used to strategically design appropriate instructional and intervention programs. The BAT was revised over the 2014-2015 school year and will be redistributed to schools for implementation September 2015. The assessment tools within the BAT include:

- ✓ Phonological Awareness
- ✓ Concepts About Print
- ✓ Oral Language
- ✓ Letter Identification
- ✓ Letter – Sound Correspondence
- ✓ Word Knowledge/Word Features
- ✓ Reading Records
- ✓ All About Numbers

#### **DETERMINING IF A STUDENT IS AT RISK**

The observation and assessment tools will provide the educator teams and resource teachers with a general understanding of each student’s abilities in a wide variety of areas. The results are not to be viewed individually. Consideration of all the assessment data as well as anecdotal observations regarding the student’s performance in the regular classroom are essential. This provides a more balanced understanding of the student’s strengths and needs.

Each assessment tool has different cut-offs for determining if a student is at risk. The following **guidelines** should be used when analyzing results:

- **Teacher School Readiness Inventory:** The TSRI includes teacher ratings in the areas of attention and memory, verbal fluency, participation level, letter identification skills and printing skills. These areas have consistently demonstrated strong relationships with children's later success in school. **Children who score 13 or lower on the TSRI should be considered at risk.**
- **Binder of Assessment Tools:** Students who score less than 50% on 7 of 10 of the literacy screens or less than 40% on the numeracy screen.
- **Fountas & Pinnell Benchmark Assessment System/GB Plus:** A student whose independent reading level is **more than 1 grade below** his or her age-appropriate level should be considered at risk.

### **Choosing Students for Intervention Programs**

Once the results have been carefully analyzed and day-to-day observations are considered, the teacher, resource teacher and principal need to make a decision regarding the student's status in the program. A student's status must be determined to be one of the following and recorded annually on the "Early Identification Student Profile" form:

- ✓ **NOT AT RISK:** Results indicate that the student is not currently experiencing any major difficulties that might affect the rate of learning.
- ✓ **MAY BE AT RISK:** Results indicate that the student may experience some difficulties learning. The classroom teacher will monitor the student's progress over the term to determine if referral to the Diagnostic and Resource Team is required. This is considered the **WAIT AND WATCH STAGE**.
- ✓ **AT RISK:** Results clearly indicate that the student may experience social, emotional, intellectual, or academic difficulties. The student **MUST BE REFERRED** to the school-based team as soon as possible. Intervention is required.

**The role of a school-based team, in relation to the Early Identification and Intervention Program is as follows:**

- ✓ Review the results of the observations and assessments conducted on the student;
- ✓ Confirm the status of the student as being AT RISK (or WAIT AND WATCH);
- ✓ Recommend intervention program(s) based on assessment results and the student's strengths and needs, and determine who will be responsible for intervention program(s);
- ✓ Request creation of an intervention plan that will take the form of an Individual Education Plan and suggest possible modifications and/or accommodations to the regular classroom program;
- ✓ Determine if further assessment by school, board or community agency personnel is required;
- ✓ Explain the results of assessments and implications to the parent of the student;
- ✓ Obtain consent from the parent for intervention program(s);
- ✓ Monitor progress being made with the student on a term-by-term basis;
- ✓ Ensure tracking sheets are complete and stored in the OSR.

# NCDSB EARLY IDENTIFICATION PROCESS

Revised September 2015

Early I.D. Pamphlet and Handbook for Parents provided to all new students at the beginning of the school year.

Screening of students begins in September using the appropriate screening tools. See Suggested Timelines for Assessment.

## NO

Results indicate that student is progressing as expected.

Complete the Early Identification Student Profile form for the student and place (or return) it to the OSR.

Re-screen student at beginning of next year as per grade level requirements.

## WAIT & WATCH

Results indicate that student may be at risk.

Recommend that student have hearing, vision, and/or medical screening done. Complete the Early Identification Student Profile form for the student and place it in the OSR. Refer the student to the school-based team.

Classroom teacher monitors student's progress 1<sup>st</sup> and 2<sup>nd</sup> terms. Discuss progress with parents at reporting times.

RT meets with classroom teacher each term to determine if re-screening is necessary. Similar tool should be used in re-screening.

Based on results of 2<sup>nd</sup> screen, decide whether student requires intervention. If so, move to YES. If not, move to NO or remain at WAIT.

## YES

Results indicate that student is at risk.

School-based team recommends intervention program, determines needs for IEP and further assessment.

RT meets with classroom teacher at each reporting period to determine whether or not intervention should continue. Decision must be based on student's progress as indicated on the skills' checklist. Re-screen before discontinuing intervention.

If intervention is to continue, review program and adjust to meet student's needs. Reconvene school-based team to review child's case and make further recommendations if necessary.

If intervention is required into the next school year, an IEP must be developed by mid-October. School-based team may recommend further assessment and/or identification by IPRC.

### PLEASE NOTE:

The classroom teacher or parent may request to have a child re-assessed at any time within this process, provided that there is a legitimate concern. Therefore, movement between NO, WAIT & WATCH and YES is possible at any time.

### Reporting and Storing Results

All assessment results are stored in the student's school-based assessment folder and not the Ontario Student Record.

## INTERVENTION FOR STUDENTS AT RISK

Intervention refers to curriculum modifications and/or supports that are designed to promote student success. These services are tailored to meet a student's individual needs and should build on a student's strengths. Intervention can take on many different forms and may look quite different from one student to the next.

### Early Literacy Initiatives:

The Northeastern Catholic District School Board has adopted a comprehensive literacy framework. The following are recognized as supports for this framework.

- **The NCDSB Reading/Writing Continuum:** All teachers have access to a planning document that supports the connections that should be made between specific reading for meaning expectations (1.4-1.9) and the six forms of writing. This document provides valuable information about what forms, formats, expectations and prompts should be used within each teaching/learning cycle.
- **Phonological Awareness Development:** Each school has been provided with the *Jolly Phonics* program. This multi-sensory program provides the opportunity for children to work with blending and segmenting words using the 42 phonemes of the English language. Each phoneme has a corresponding action, sound and picture cue that is taught simultaneously. This program is to be introduced in FDK and integrated into the current reading program as required in subsequent grades. Other resources similar to Jolly Phonics can also be used at the school's discretion. In addition, each school has received a copy of the book entitled *Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading Skills* by Jo Fitzpatrick. This can be found in the FDK classroom or in the resource room. Teachers are expected to build explicit opportunities for students to develop phonological awareness into their comprehensive literacy program.
- **Oral Language Development:** Over the last few years, a significant amount of money has been invested in providing resources and professional learning to support oral language instruction in FDK and the early primary grades. Teachers are familiar with a number of strategies they can use to embed oral language instruction into their comprehensive literacy program. We have also explored more explicit opportunities for students to receive Tier 1 intervention at the classroom level as needed.
- **Fountas & Pinnell Benchmark Assessment System/GB Plus:** Fountas & Pinnell Benchmarks are an invaluable way to determine which strategies a student is using while reading in order to build reading skills while focusing on the student's strengths and needs.

### Early Numeracy Initiatives:

The Northeastern Catholic District School Board has adopted a comprehensive numeracy framework. The following are recognized as supports for this framework:

- **The NCDSB Math Continuum:** All teachers have access to a planning document that supports the connections between the expectations of Ontario Mathematics Curriculum and a variety of resources that can help support instruction. Emphasis has been placed on helping teachers see how the strands are connected and how many of the skills and concepts of the curriculum spiral. This document helps teachers understand how individual expectations build over the grades.
- **NCDSB All About Numbers:** This tool has been designed and developed by teachers to support assessment of number concepts in FDK Year 1, Year 2, Grade 1 and Grade 4. Other grades are in the process of being developed. Once teachers have used the assessment, they can follow up with providing whole-class or small-group interventions using the Intervention Guide that has been created to support this tool.

### Specific Intervention Programs:

- **Fountas & Pinnell Leveled Literacy Intervention:** All schools are currently using the LLI in order to address the needs of students who have experienced difficulty learning to read and write in Kindergarten to Grade 4.

The LLI has been proven to be very effective in accelerating student learning and to close achievement gaps for students within 10 to 20 weeks. Many students who have participated in an LLI intervention were withdrawn from the program after they met grade level ranges of reading achievement.

- **Violence Prevention and Empathy Training Programs:** Programs such as *Second Step*, *Roots of Empathy* and *Be Cool* are violence prevention curriculum. The goal of these programs is to build problem-solving and social skills, and to develop anger management skills to help children get along with others.
- **Later Literacy Intervention:** Resource teachers utilize this intervention technique which provides literacy intervention to small groups of junior/intermediate and senior students in the area of reading and writing. The *Soar to Success* program is also used at the junior/intermediate levels for slightly larger groups of students. This program, which is in all of our schools, also provides intervention in the areas of reading and writing.
- **Empower Reading Program:** This program is currently operating out of our intermediate school in Timmins. We will be expanding this program in 2015-2106 to students in Grade 2-5 in both St. Paul School and English Catholic Central School. This program is an explicit intervention designed by Sick Kids to support phonemic awareness.
- **Tier 2 Intervention:** For the first time, most resource teachers were providing at least one period a day of numeracy-based interventions for at-risk students. Schools used a variety of different means of identifying which students would receive this support, but all were required to track progress over time using one of the formal assessment tools at their disposal. Two key resources have supported this work in many schools: *Leaps and Bounds* & *The Key Math Essential Resources Kit 1 & 2*.

#### **Follow-up to Identification and Intervention**

Student who are receiving intervention or who are on the WAIT & WATCH list must be monitored carefully by the classroom and resource teachers. Adjustments to the classroom or intervention program(s) are required when a student is not demonstrating the necessary growth. These adjustments must be tailored to meet the needs of each child. The degree and extend to which a program is adjusted will vary from child to child. For example, it may be necessary to modify the entire program or just one aspect of it. Modifications may be short term or ongoing. It may also be necessary to make accommodations such as the time required to complete tasks.

**Modifications and Accommodations for At-Risk Students:** The following are sample indicators of the need for program accommodations and modifications:

- ✓ The child has limited background experience and general knowledge;
- ✓ The child is experiencing learning difficulties in one or more areas of the program;
- ✓ The child is exhibiting behavioural difficulties;
- ✓ The child has difficulties attending;
- ✓ The child is having difficulties relating to/getting along with others;
- ✓ The child is overly shy or overly compliant;
- ✓ The child has speech or language difficulties;
- ✓ The child has a vision or hearing deficit;
- ✓ The child displays gross of fine motor difficulties;
- ✓ The child's first language is other than English.

Students who demonstrate any of the above characteristics will likely require some general modifications and accommodations to the regular classroom program in order to experience success. Therefore, it is the responsibility of the classroom teacher, in conjunction with the resource teacher and the parent, to decide if and Individual



Education Plan (IEP) would be in the child's best interest, and what should be included to ensure the student's needs are being met.

In the primary division, the Individual Education Plan may consist of only a few pages that outline the specialized intervention programs and/or strategies being used with the student. The goals should be tailored specifically to the needs identified throughout the assessment process and must be linked as closely as possible to Ontario Curriculum expectations when possible. See section 5.3 for strategies that can be used to help develop skills in weak areas.

In the junior and intermediate divisions, the Individual Education Plan will likely be significantly longer. The reason for this is that accommodations and/or modifications will likely be required in all subject areas.

IEPs should not contain too many expectations in any one term so that the teacher is able to provide the instruction required to meet these goals. This will help the student meet with success. **Individual Education Plans must be reviewed each term and a copy sent home to parents.**

**Modifications and Accommodations for Students Who Perform Beyond Grade Level Curriculum Expectations:**

Program accommodations and modifications may also be required for the child who performs beyond grade level curriculum expectations in one or more areas and displays some of the following characteristics:

- ✓ The child is socially adept and demonstrates maturity in interpersonal relationships;
- ✓ The child displays acute curiosity and is rarely satisfied with superficial explorations;
- ✓ The child learns rapidly and easily with very little repetition;
- ✓ The child becomes engrossed in a single activity for an extended period of time and requires little or no direction;
- ✓ The child has learned to read early and possesses a sound understanding of the nuances of language;
- ✓ The child has understanding of skills and concepts not formally taught;
- ✓ The child is able to deal with abstractions (e.g. time, cause, and effect) better than age peers;
- ✓ The child demonstrates advanced physical skill development.

**Reviewing Student Status**

The school-based team is responsible for reviewing a student's status in the Early and Ongoing Identification and Intervention Program. When a classroom or resource teacher feels a meeting is necessary to discuss a student's progress, the team must set up a meeting as soon as possible. It is strongly suggested that the parent be included in this meeting.

A student who has demonstrated that he or she is able to cope with the grade-level curriculum relatively independently may no longer require the accommodations, modifications or intervention strategies currently in place. This improvement needs to be demonstrated both through classroom observation and in formal assessment. The school-based team will make a decision about discontinuing any student who demonstrates the required growth. **Nonetheless, it is suggested that the student's progress for the next couple of terms be closely monitored to ensure that difficulties do not resurface.** Close communication between the classroom teacher, the resource teachers, and the parent is required.



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## Teacher's School Readiness Inventory – TSRI

### Test Background & Description

- Specifically designed to help teachers make sound intervention decisions for students who are at risk for failure in the development of reading skills.
- Teachers play a significant role in the initial task of early intervention.
- Checklists and inventories are efficient and easy to administer.
- TSRI includes only items that have demonstrated relationships children's performance in school and has only 5 items. Therefore, it only requires about 5 minutes per child to administer.
- Same person should administer to all children.
- TSRI was validated in a research program involving nearly 600 children - for periods of up to 3 years - it represents a longitudinal study that was well designed.
- Research outcome indicated an 80% validity rate by the end of grade 2.
- TSRI is intended for use in the spring term of either the junior or senior kindergarten year (reflects the conditions upon which the test was normed).

### Test Item Description

**Teachers should become familiar with the following information before they use the inventory**

#### **Item 1: In-class Distractibility, Attention Span and Memory Span**

- Be alert to whether the child is easily distracted, especially during periods of instruction.
- Note whether he has a poor memory for detail as well as for the general content of the material presented in class.
- Observe whether he has trouble remembering instructions, and must be reminded to complete assignments in class or take work home.

#### **Item 2: Verbal Fluency**

- Does he use poor verbal fluency in that you notice imprecise or vague words when he is speaking (not referring to grammar)?
- Are ideas, situations, or events described by the child obscure or difficult to understand in spite of repeated requests for additional information?
- Child may gesture and avoid using words altogether.
- A child with good verbal fluency uses language that makes use of concrete information which is presented sequentially and accurately.
- Making individual spontaneous conversation tapes of each child at each reporting period creates an auditory record over time to be taken home at the end of the school year, or passed on to the next teacher to continue tracking language growth in this manner.

***The remainder of the items on the TSRI are more readily observed in concrete ways.***

#### **Item 3: Interest and Participation**

- Observe and track enthusiasm, interest, and eagerness to participate in normal classroom activities
- Note those in which a child demonstrates high levels of motivation and the degree of effort, detail, and skill produced. High motivation and interest captures an intangible set of skills.
- The performance portfolio documents and, if the items are dated over time, tracks both skills progressions and products which reflect waning interest, diminished product quality, etc.
- Many good associations and inferences can be made through keen observation and tracking in

determining personal targets and next steps.

#### **Item 4: Letter Identification Skills**

- Note the child's in-class performance. If there is sufficient opportunity to make proper in class observations, or if the teacher feels uncomfortable assigning a rating based solely on the child's in class performance, than more formalized testing may be helpful (ex. letters on a flash card).

#### **Item 5: Printing Skills**

- Analysis of errors or miscues will reflect the developmental stage at which the child is positioned.
- Errors such as a backwards "3", drawn in place of a "S", or a capital "E" containing four or more horizontal lines, or the letter "K" resembling the lower case "h" are form errors. These errors involve the addition, deletion, or misalignment of parts of a letter leading to a marked distortion in the overall shape or form of the intended letter or number. When an excessive number of form errors appear in writing samples obtained from 5 or 6 year old children, then this can be an important early warning sign of later school failure.

### **Assessment and Rating**

- A rating system ranging from 1 to 5 was assigned to each of the subtests and represents successive approximations of ability to order a sample at 5
- Technical considerations include: understanding the significance of the cutoff score; learning to distinguish the "true positives" from the "false positives"; becoming familiar with the cutoff scores which are crucial to making reasonable inferences about who is at risk for failure.
- The TSRI total score ranges from 5 to 25, and the cutoff scores assist in placing the child in a range where at-risk odds are predictable. The approximate odds of being at risk for failure are given for different ranges of scores below the cutoffs.
- Teachers must be careful that low scores are not associated with lowering expectations for those students who have achieved them. To do so would have a negative impact on the student's performance in responding to intervention strategies.
- Teachers need to continue to have high expectations for all students, and pair these high expectations with a positive outlook for present responding and future performance.

### **Teacher's School Readiness Inventory (TSRI) Behavior Appendix**

Many school screening measures incorporate behavioral and emotional facets. Since the TSRI does not include any behavioral items that can interfere with academic functioning we have developed a behavioral appendix to accompany the TSRI. This behavioral appendix has the same scoring features as the TSRI, that is, a 5 point rating system, with lower scores indicating more serious behavioral concerns. The three different behaviors that are included involve externalizing behavioral problems; i.e. opposition and defiance as well as verbal and physical aggression.

Suggested cut-offs for behaviorally at-risk scores are:

	<b>Higher Risk</b>	<b>Lower Risk</b>
JK	3-9	10-12
SK	3-6	7-10

Teacher's School Readiness Inventory ERRORS Table

Letter	FORM ERRORS	Letter Number	FORM ERRORS
B	B B B B B	5	2 8 9 9 3
C	C G S L O	U	U U U U U
D	D O C P □	Y	Y Y Y Y Y
E	E E E	Z	Z Z Z Z Z
F	F E F	2	2 3 c 2 2 2
G	G C C C G 6 b	3	2 3 3 2 3
J	J U J	4	H Y
K	K E N F F K	5	2 3 2 2
L	L L L	6	9 2 P S
N	N M S N	7	0 P 2 Y )





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## BEHAVIOURAL INVENTORY – APPENDIX TO TSRI Individual Rating Form

### Student Information

Student's Name:		DOB:
School:	Grade:	Total Score:

### Instructions

Complete the following ratings along with the TSRI for each child to provide additional information concerning students' development. Using the five point rating below, rate the child on the following items. (Note: Total scores for the TSRI should be noted on page 1 and scores for this appendix should be noted on this page only.)

### Testing Items

### Ratings:

**1. Behaviours I: Does the child physically aggress against peers and/or adults (kick, punch, bite, throw objects, etc)?**

Rating:	1	2	3	4	5
	very often	often	occasionally	rarely	never
	daily	(2-3 times per week)	(1 time per week)	(few times per month)	

**2. Behaviours II: Does this child verbally aggress against peers and/or adults (threatens, extremely argumentative, derogatory remarks, etc.)?**

Rating:	1	2	3	4	5
	very often	often	occasionally	rarely	never
	daily	(2-3 times per week)	(1 time per week)	(few times per month)	

**3. Behaviours III: Does this child defy authority or oppose adult directions?**

Rating:	1	2	3	4	5
	very often	often	occasionally	rarely	never
	daily	(2-3 times per week)	(1 time per week)	(few times per month)	



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## EARLY IDENTIFICATION STUDENT PROFILE

### Student Information

Student's LEGAL Name:

Date of Birth (DD/MM/YY):

Date of Entry to School:

### Early Screening

Classroom Teacher Administered Test	June FDK-Y1	June FDK-Y2	June Grade 1
Teacher School Readiness Index	/25	/25	/25
Behaviour Index	/15	/15	/15
<b>Next Steps: If a student is considered at risk than the screening tools listed below should be administered at least once per year.</b>	<input type="checkbox"/> should not require ongoing support – not at risk <input type="checkbox"/> requires monitoring in the next grade – has not met expectations – at risk <input type="checkbox"/> has been referred to the School Based Team for further testing – at risk	<input type="checkbox"/> should not require ongoing support – not at risk <input type="checkbox"/> requires monitoring in the next grade – has not met expectations – at risk <input type="checkbox"/> has been referred to the School Based Team for further testing – at risk	<input type="checkbox"/> should not require ongoing support – not at risk <input type="checkbox"/> requires monitoring in the next grade – has not met expectations – at risk <input type="checkbox"/> has been referred to the School Based Team for further testing – at risk

### Literacy Screen

Please note that the Literacy Screens are not required in FDK-1, but are recommended – particularly if a student is struggling.

Test	June FDK-Y1	June FDK-Y2	June Grade 1	June Grade 2
Oral Language Screen	/15	/15	/15	/15
Concepts About Print	/11	/11	/11	/11
Letter Recognition – Upper Case	/26	/26	/26	/26
Letter Recognition – Lower Case	/26	/26	/26	/26
Letter Sound Correspondence	/26	/26	/41	/41
Phonological Awareness	Word Level	/10	/10	/10
	Syllable Level	/15	/15	/15
	Onset/ Rime Level	/15	/15	/15
	Phoneme Level	/10	/10	/10
Word Knowledge	25 High Frequency Word Test - FDK	/25	/25	/25
	50 High Frequency Word Test – FDK/1		/50	/50
	100 High Frequency Word Test – Gr. 1		/100	/100
	F & P Word Features List – Gr. 1		/30	/30
BAS Running Record Level				

### Numeracy Screens

Test	Fall	Spring
All About Numbers	All About Numbers FDK Year 1	/12
	All About Numbers FDK Year 2	/16
	All About Numbers Grade 1	/16
	All About Numbers Grade 2	

