Bilingual Elementary Methods

Modules 3 & 4

Practicing Assessment Techniques

Station 1—Fluency Passages  Use a stopwatch and work with a partner.

Station 2—Concepts about Print Inventory  Work with a partner using the provided checklist and the provided sample text.

Station 3—TPRI/Tejas Lee materials to examine and evaluate.

Station 4—Phonological Awareness Assessment  Work with a partner.

Station 5—Informal Reading Inventory  Use the provided cassette tape and work independently. Check your scored assessment with the provided answers at the station.
For use with Running Records and Informal Reading Inventories

Coding Miscues

1. Mispronunciations (non-word): write incorrect word above original text.

   \[ \text{weg} \]
   \[ \text{wig} \]

2. Substitution: (child substitutes a real word). Mark a line through the text.

   \[ \text{car} \]
   The \text{automobile} wouldn’t start.

3. Insertion: Student adds a word. Use a carrot symbol and write the inserted word(s) or phrase.

   \[ \text{all the way} \]
   I walked \text{^} to H.E.B.

4. Self-correction (not always counted as an error). Student corrects the miscue. Write SC above the self-correction.

5. Teacher Assistance: If a student is stuck on a word (for more than five seconds) or appeals for help to the teacher, mark as a miscue with the initials TA in a circle above the word.

   \[ \text{TA} \]
   \[ \text{wonderful} \]

6. Omission: Student omits a word. Circle the omitted word.

   \[ \text{I took the dog on a walk and\text{\_\_\_\_\_\_ was happy.}} \]

**7. Repetition: when a student repeats a word or phrase, mark with an arrow underlining the text.

(Source: adapted from Flynt, E.S., & R.B. Cooter. English-Espanol Reading Inventory for the Classroom, 1999).

Accuracy in oral reading:
**Independent Reading Level: 97% or higher**
**Instructional Reading Level: 90-96%**
**Frustrational Reading Level: below 89%**
3rd Grade Oral Reading Probe Directions

Steps: 1. Administer Fluency (60 seconds)
2. Administer 30 second retell
3. Score fluency
4. Score comprehension

1. Have your copy of the story, the stopwatch, and a pen or pencil ready.

2. Say: "Here's a story I want you to read out loud to me. I'll give you 1 minute to read as much of this story as you can. It's OK if you don't know all the words. However, I do want you to try to read as much as you can. If you don't know a word after trying to read it, I'll help you. That way I can tell if you're getting better at reading. After you read the story, I am going to ask you to tell me what you read."

3. Give the student the black line master of the story.

4. Point to the title. "The title of this story is _____________."

5. Point to the first word and say, "Begin." Start the stopwatch.

6. As the student reads, mark each error with a dark slash mark (/). At the end of 1 minute place a double slash mark after the last word read (///). Count the number of words read correctly. Use the formula on the bottom of each story to figure the words correct per minute (WCPM) score.

7. Errors are counted for:
   - Omissions
   - Reversals
   - Substitutions
   - Mispronunciations not caused by a speech defect (i.e., house for home is an error. Includes leaving off -s, -ed, and -ing)
   - Do not count insertions, self-corrections, or repetitions as errors

8. If a child cannot read a word within 5 seconds, provide the word, point to the next word in the sentence, and count that word as an error. If the child is about to finish pronouncing the word, let the child finish even though the 5 seconds are over.

From: Third Grade Teacher Reading Academy: Resource Box

9. If a child starts to tell a story, rather than reading the story, point to the next word and say, "Read the words on the page."

10. Other:
    - Circle a word that was self-corrected. They can go back (unprompted) and correct.
    - If they skip an entire line, put a line through it. Don't do it immediately in case they figure out what they did.

11. After the student reads for 1 minute, ask them to retell what they have read in 30 seconds. Say: "Now, I want you to tell me about the story you just read without looking at the story. You have 30 seconds to tell me as much as you can remember." Use the comprehension chart located at the bottom of the story to mark their comprehension level.

12. Have the student graph their WCPM progress on a fluency graph.
RALPH THE DOG (Probe 12)

Ralph lives at 309 Oak Street. He belongs to Terry Smith. Ralph is a large brown and white dog. He isn’t any special kind of dog like a poodle or collie. He can’t do tricks like the dogs on T.V. do. But Ralph is a very special dog to Terry.

The reason Terry thinks Ralph is special is because of the way they met. Terry had been walking home from school by himself. He wasn’t feeling very happy. He was thinking about who would be waiting for him on the next block. It would be Benny, the school bully. Benny liked to make trouble for all the kids. He stopped Terry everyday after school and said he was going to beat him up. Benny had not beaten up Terry yet. But Terry was still scared of him.

As Terry walked slowly toward home, he saw something move in the bushes. He looked closer and saw that it was a dog. The dog had gotten his paw stuck between two branches in a bush and couldn’t move it. Terry pulled the branches apart and the dog’s paw came out. Terry looked at the dog and thought he looked hungry. All Terry had were some chips leftover from lunch. He gave them to the dog. The dog ate them very quickly.

As Terry started walking toward home again, the dog followed him. Terry started talking to the dog. He told him about the bully who scared him everyday after school. The dog looked like he was listening to every word Terry said.

As they turned the corner, Terry saw Benny standing on the sidewalk. Terry knew that if he crossed the street, Benny would follow him. Terry thought he might as well face Benny and get it over with. As Benny came closer to Terry, the dog started to growl. The closer Benny got to Terry, the

louder the dog growled. Benny thought Terry was going to tell the dog to attack him, so he ran away.

Terry was so happy that Benny had left him alone that he took the dog home with him. He kept him and named him Ralph. He was glad to have a friend like Ralph because Benny never bothered him again.

<table>
<thead>
<tr>
<th>Comprehension Level (30 seconds retell)</th>
<th>Words Correct Per Minute (WCPM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No recall</td>
<td>Words Read</td>
</tr>
<tr>
<td>2. Recalls some details</td>
<td>- Errors</td>
</tr>
<tr>
<td>3. Recalls some events</td>
<td>(minus)</td>
</tr>
<tr>
<td>4. Sequence events and details</td>
<td></td>
</tr>
<tr>
<td>5. Identifies main idea</td>
<td></td>
</tr>
<tr>
<td>6. Completely summarizes</td>
<td><strong>Words Correct Per Minute</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Place a checkmark at the appropriate level.

Assessing the Student's Concepts about Print

For this assessment, sit with the student in a quiet place, and use a short picture book from your classroom. The print should be large enough and the words spaced far enough apart that you can easily see where a child is pointing. The book should also have a variety of punctuation marks.

1. Does the student know the concept of front of the book?
   Hand book to the student in a vertical position, spine towards child.
   Say, "Show me the front of this book".
   Check the box if answer is correct.

2. Does the student know that the print not the picture is the part to be read?
   Open to the first page of text. There should be a picture on this page.
   Say, "I will read this book to you. Show me where to read."
   Check the box if student points to first word on top left of pg.

3. Does the student know which way to read?
   Turn to the second page of the book.
   Say, "Point to where I start reading."
   Check the box if student points to print somewhere on the first page.

4. Does the student know that print is read from left to right?
   Say, "Which way do I go?"
   Check the box if student moves finger from left to right.

5. Does the student know at the end of the line to return to the next line?
   Say, "Where do I go after that?"
   Check the box if student "return sweeps" to the left.

6. Does the student have one-to-one match with voice to print?
   Say, "Point to the words as I read."
   Check the box if student matches your voice to the print as you read.

7. Does the student understand the concept of first and last?
   Turn to a new page.
   Say, "Show me the first part of this story."
Say, "Show me the last part of this story."
Check the box if student points to any of the following combinations:

- the first and last words on a line
- the first and last words in a sentence
- the first and last words on a page
- the first and last words in the book

8. Does the student know that the left page is read before the right page?
   Turn the page so that there is a left and right page to read.
   Say, "Where do I start reading?"
   Check the box if student points to the left page.

9. Does the student know the meaning of a question mark?
   Point to a question mark in the text.
   Say, "What is this for?"
   Check the box if student says, "question mark" or "when you ask something."

10. Does the student know the meaning of a period?
    Point to a period in the text.
    Say, "What is this for?"
    Check the box if student says "period" or at the end of the sentence.

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**Concepts About Print**

- Where to begin writing or reading, going from left to right
- Where to go after the end of the line (return sweep)
- The print, not the picture, carries the message
- Word by word pointing (one-to-one correspondence)
- Concept of a letter, word, sentence
- Concept of first and last part (of the word, sentence, story)
- Letter order in words is important
- There are first and last letters in words
- Upper and lower case letters have purpose
- Different punctuation marks have meaning

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Go to 2-3

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Yopp-Singer Test of Phonemic Segmentation
Directions for Administering

1. Have one test sheet for each child in the class.
4. Explain the game to the child exactly as the directions specify.
5. Model for the child what he or she needs to do with each of the practice words. Have them break apart each word with you.

Children are given the following directions upon administration of the test:

Today we're going to play a word game. I'm going to say a word and I want you to break the word apart. You are going to say the word slowly, and then tell me each sound in the word in order. For example, if I say "old," you should say "o-o-o-o-l-l-l-d" (The teacher says the sound, not the letters.) Let's try a few words together.

The practice items are ride, go, and man. The teacher should help the child with each sample item - segmenting the item for the child if necessary and encouraging the child to repeat the segmented words. Then the child is given the 22 item test. If the child responds correctly, the teacher says, "That's right." If the child gives an incorrect response, he or she is corrected. The teacher provides the appropriate response. The teacher circles the numbers of all correct answers.

If the child breaks a word apart incorrectly, the teacher gives the correct answer:

<table>
<thead>
<tr>
<th>Uses onset and rime</th>
<th>Child Says</th>
<th>You say</th>
</tr>
</thead>
<tbody>
<tr>
<td>/d/ - /og/</td>
<td>/d/-/o/-/g/</td>
<td></td>
</tr>
<tr>
<td>dog</td>
<td>/d/-/o/-/g/</td>
<td></td>
</tr>
<tr>
<td>d - o - g</td>
<td>/d/-/o/-/g/</td>
<td></td>
</tr>
</tbody>
</table>

http://teams.lacoe.edu/reading/assessments/yopp.html

5/24/2006
Spells letters in word  
Says first and last sounds  
Says another word  
Says a sentence  
"d" - "o" -  
"g"  
/d/ - /g/  
bark  
I don't know  
/d/-/o/-/g/  
/d/-/o/-/g/  
/d/-/o/-/g/  
/d/-/o/-/g/  
/d/-/o/-/g/  
/d/-/o/-/g/

The child's score is the number of items correctly segmented into all constituent phonemes. No partial credit is given. For instance, if a child says "/c/-/at/" instead of "/c/-/a/-/t/," the response may be noted on the blank line following the items but is considered incorrect for purposes of scoring. Correct responses are only those that involve articulation of each phoneme in the target word.

A blend contains two or three phonemes in each of these and each should be articulated separately. Hence, item 7 on the test, grew, has three phonemes /g/-/t/-/w/. Digraphs such as /sh/ in item 5, she, and the /th/ in item 15, three, are single phonemes. Item 5, therefore has two phonemes and item 15 has three phonemes. If a child responds with letter names instead of sounds, the response is coded as incorrect, and the type of error is noted on the test.

Students who obtain high scores (segmenting all or nearly all of the items correctly) may be considered phonemically aware. Students who correctly segment some items are displaying emerging phonemic awareness. Students who are able to segment only a few items or none at all lack appropriate levels of phonemic awareness. Without intervention, those students scoring very low on the test are likely to experience difficulty with reading and spelling.

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**Student Test Sheet**

**Yopp-Singer Test of Phoneme Segmentation**

Student's name ___________________________________________  Date ____________

Score (number correct) ____________________

Directions: Today we're going to play a word game. I'm going to say a word and I want you to break the word apart. You are going to tell me each sound in the word in order. For example, if I say "old," you should say /o/-/l/-/d/." (Administrator: Be sure to say the sounds, not the letters, in the word.) Let's try a few together.

**Practice items:** (Assist the child in segmenting these items as necessary.)

- ride
- go
- man

Test items: (Circle those items that the student correctly segments; incorrect responses may be recorded on the blank line following the item.)

1. dog ____________________________ 12. lay ____________________________
2. keep ____________________________ 13. race ____________________________
3. fine ____________________________ 14. zoo ____________________________
4. no ____________________________ 15. three ____________________________
5. she ____________________________ 16. job ____________________________
6. wave ____________________________ 17. in ____________________________
7. grew ____________________________ 18. ice ____________________________
8. that ____________________________ 19. at ____________________________
9. red ____________________________ 20. top ____________________________
10. me ____________________________ 21. by ____________________________
11. sat ____________________________ 22. do ____________________________

Return to the Test Directions
The author, Hallie Kay Yopp, California State University, Fullerton, grants permission for this test to be reproduced. The author acknowledges the contribution of the late Harry Singer to the development of this test.

Assessment Tools
Launching K-3 Readers
TEAMS Home Page
LACOE Home Page
TPRI-Texas Primary Reading Inventory

TPRI is a K-3 reading assessment tool.

If possible, browse the TPRI website to get an overview of how it is used to screen and assess young readers.

Visit the activities video to see how each section is administered:

Look through the TPRI box and evaluate the assessment process:

1) How is the TPRI used to assess each aspect of the reading process?

2) What skills would a teacher need to properly and accurately assess the child? (e.g., what tools are needed, what will the teacher be doing?)

3) How might the assessment data and information be used to plan instruction?
Implications for Instruction
Information derived from the TPRI will assist teachers in planning targeted instruction for their students. Instructional plans and activities that teachers use are generally developed in their own classrooms, picked up from the district or campus-adopted English language arts and reading programs, or taken from supplementary materials. Some ideas that can serve as a basis for additional instruction are discussed below.

Book and Print Awareness
Students must understand that printed language serves many purposes and is all around them on signs, billboards, and labels, and in books, magazines, and newspapers. Activities that focus on the use and appreciation of print are important in fostering book and print awareness. Instruction in book and print awareness can include activities that help students understand that print represents spoken language. Highlighting the meanings, uses, and production of print can be fostered through classroom signs, labels, notes, posters, calendars, and directions. Activities that teach print conventions include helping students practice turning pages, locating the tops and bottoms of pages, and identifying the front and back cover of a book. Lessons in word awareness help students become aware of individual words, their boundaries, their appearance and their length. Practice with predictable and patterned language stories helps students realize the connections between written and spoken language.

Phonemic Awareness
The ability to think about individual words as a sequence of sounds (phonemes) is important to learning how to read an alphabetic language. Students' phonemic awareness, that is, their understanding that spoken words can be divided into separate sounds, is one of the best predictors of their success in learning to read. Instruction that promotes student understanding and use of these building blocks of spoken language includes language games where students manipulate the sounds of words, separate or segment the sounds of words, blend sounds, delete sounds, and substitute new sounds for those deleted.

Graphophonemic Knowledge
The understanding that written words are composed of patterns of letters that represent the sounds of spoken words is known as graphophonemic knowledge. Becoming aware of the sounds of spoken language and their relationship to the letters of written language prepares students to understand the alphabetic principle. Targeted instruction provides students with explicit and systematic teaching of sound-letter relationships in a sequence that permits them to begin reading. Such instruction helps students understand the alphabetic principle and learn the most common relationships between sounds and letters. Activities may focus on alphabetic awareness that printed words are made up of patterns of letters that relate to the sounds of spoken language. Activities that combine and manipulate letters and word parts to change words and spelling patterns further develop this understanding.

Reading Accuracy
Comprehension depends upon the ability to identify words quickly and rapidly in order to reach a level of reading fluency in which students are able to concentrate on the meanings of words. Efficient readers quickly and automatically translate the words and sentences they are reading into meaningful ideas. Beginning readers should have opportunities to read and reread passages and books that allow them to practice successfully what they are learning about sounds and letters. As students develop effective decoding strategies and become fluent readers, they read books and other texts that are increasingly complex in vocabulary and sentence structure. Providing students with many books, both narrative and informational, is of primary importance. Classroom and campus libraries should offer students a variety of reading materials, some that are easy to read and others that are challenging.

Reading Fluency
Once students begin to decode individual words automatically and rapidly, they are on their way to becoming fluent readers. Fluency is a combination of reading rate—the speed with which text is decoded—and accuracy. The ability to read fluently has a great impact on the ability to comprehend text. Fluency and comprehension are closely related. Fluent readers are able to focus less time on decoding, leaving more attention free for comprehension. Having the ability to read fluently is demonstrated by the ability to read with prosody or expression, appropriate phrasing, and attention to punctuation. Fluent first grade readers have a
reading rate of about 60 words per minute. A first grade student who is reading at 40 words per minute or less, needs help achieving automaticity through practice opportunities on a regular basis. Fluent second grade reader have a reading rate of about 90 words per minute. A second grade student who is reading at 60 words per minute or less, also needs help achieving automaticity through practice opportunities on a regular basis. Students who read 10 or fewer words per minute are considered nonfluent. Nonfluent readers are characterized as reading haltingly, ignoring punctuation, and combining phrases and sentences. They often read with little expression. These students need multiple opportunities for practice because nonfluent readers often lose interest in reading altogether. Monitoring student progress in fluency can help motivate students to read, aids in selection of appropriate practice books, and provides data for graphing growth.

**Listening Comprehension**
Listening to and talking about books on a regular basis provides students with pleasurable and beneficial reading experiences. Story reading introduces students to words, sentences, places, and ideas. They are also exposed to the type of vocabulary, sentences, and literary elements they will find in their schoolbooks. Reading aloud to students every day and talking about books and stories supports and extends oral language development and helps students connect oral to written language.

**Reading Comprehension**
Reading comprehension depends upon the reader's understanding of word meanings, ability to extract meaning from groups of words (e.g., clauses, sentences, and paragraphs), and ability to draw inferences. Comprehension also depends upon the demands of the text and the background knowledge the student brings to it. The discussion of good books among friends and classmates is one avenue for deepening understanding. Such discussions will help students appreciate and reflect upon new aspects of written language. Activities that will heighten comprehension and enjoyment include previewing selections, anticipating content, and making connections between what students already know and what they are reading. Comparing the elements of different stories, including specific events, themes, and characters will also help students gain a deeper understanding of what they are reading.

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The Terrible Lunch Contest

Jason and Chris didn’t like the lunches at their school. They thought anything would taste better than the soybean hamburgers they had every Wednesday. They also didn’t like the cardboard-tasting pizza on Fridays.

One day Chris said, “Wouldn’t it be funny if we had a terrible lunch contest? You know, we could see who could bring a lunch that is worse than the lunchroom food.” Jason said, “OK, but the winner has to eat whatever he brings. The loser has to buy the winner a candy bar.” The contest was on.

The very next Wednesday the boys were ready. Jason brought a sandwich made with fish, marshmallow cream, chocolate sauce, pickles, and ketchup. He called it his “something’s fishy” sandwich. But Chris seemed to have him beaten. His sandwich was made with two pieces of onion, cooked chicken livers, a slice of watermelon, sour cream, peanut butter, and beans. Chris called his the “chicken delight!”

Everyone gathered around to see who would win. Even Mrs. Smith, the lunchroom lady, came to watch. “Who’s the winner?” she asked. “Whoever eats his sandwich wins,” said Kelly, a girl in their class. Then everything was quiet.
The two boys looked at their terrible sandwiches. Then they looked at each other. Jason looked at Mrs. Smith and said, “I think you win. I sure would like to have one of your hamburgers instead of this mess.” Chris quickly agreed. After that both boys were happy to eat hamburgers on Wednesday and pizza on Friday.
FORM A: LEVEL 4 ASSESSMENT PROTOCOLS

The Terrible Lunch Contest (253 words)

PART I: SILENT READING COMPREHENSION

Background Statement: “This is a story about two students who didn’t like the school lunchroom food. Read to find out what happened when they decided to see who could bring the most terrible lunch to school. Please read the story carefully because I’m going to ask you to tell me about it when you are through.”

Teacher Directions: Once the student completes the silent reading, say, “Tell me about the story you just read.” Check off any answers to the questions below that the student provides during the retelling. Ask all remaining questions not addressed during the retelling.

Questions/Answers

1. Who were the two main people in the story? (Jason and Chris)

2. What was Jason’s and Chris’s problem? (they didn’t like the food in the lunchroom)

3. What did Jason and Chris decide to do about their problem? (hold a terrible lunch contest)

4. Where did the contest take place? (school lunchroom)

5. Why did Jason say Mrs. Smith had won the contest? (neither could eat his sandwich he had made)

6. What happened after the contest? (the boys didn’t mind eating lunchroom food)

7. How would you describe Jason and Chris? (funny, silly, or other plausible response)

8. What would you say was the lesson learned by the boys? (responses will vary but should indicate a theme/moral related to things aren’t as bad as they seem)

Story Grammar Element/
Level of Comprehension
character-characterization/inferential
story problem(s)/inferential
problem resolution attempts/literal
setting/inferential
problem resolution/inferential
problem resolution attempts/literal
character-characterization/evaluative
theme/evaluative

PART II: ORAL READING AND ANALYSIS OF MISCUES

DIRECTIONS: Say, “Now I would like to hear you read this story out loud.” Have the student read orally until he/she completes the 100-word sample, and remember to count miscues only up to the point in the story containing the oral reading stop-marker (/). Follow along on the Miscue Grid marking any oral reading errors as appropriate. Then complete the Developmental/Performance Summary to determine whether to continue the assessment. (Note: The Miscue Grid should be completed after the assessment session has been concluded in order to minimize stress for the student.)
## The Terrible Lunch Contest

<table>
<thead>
<tr>
<th>MISPRONUN.</th>
<th>SUBSTITUTION</th>
<th>SELF-CORRECT.</th>
<th>INSERTION</th>
<th>TCHR.</th>
<th>ASSIST.</th>
<th>OMISSION</th>
<th>MEANING</th>
<th>DISRUPTION</th>
</tr>
</thead>
</table>

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Jason said, “OK, but the winner has to eat whatever he brings. The loser has to buy the winner a candy bar.”

The contest was on. The very next Wednesday the boys were ready.

**TOTALS**

*Notes:*