Republic of Trinidad & Tobago

Ministry of Education

Central Guidance & Special Education Units

Reading Assessments for Elementary Schools

Tracey E. Hall
Center for Applied Special Technology

Marley W. Watkins & Frank C. Worrell
The Pennsylvania State University

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The Pennsylvania State University

The CEDAR School Psychology Clinic
125 CEDAR Building
Department of Educational and School Psychology and Special Education
College of Education
The Pennsylvania State University
University Park, PA 16802-3108

Acknowledgements

This project was supported by individuals and departments in the United States, as well as in Trinidad and Tobago. Listed below are some of the individuals and groups that contributed to the project's successful completion. The academic instruments were provided or developed by Dr. Tracey E. Hall and Dr. Marley W. Watkins. The data on the elementary students reported in this manual were collected by Special Education and Guidance Officers of the Ministry of Education, with the funding for data collectors coming from the foreign and local consultant teams. Other project costs were supported by a grant to the Ministry of Education by the Organization of American States (Fund # TT/AE/138101941), administered by the Central Guidance and Special Education Units.

Ministry of Education, Trinidad and Tobago

Dr. Janet Stanley-Marcano, Chief Education Officer
Mrs. Janice Blackman, Director of School Supervision
Mr. Steve Williams, Guidance Supervisor
Mr. Darnley Gittens, Special Education Supervisor
Central Guidance Unit
Office of the Permanent Secretary
Participating schools and teachers
Guidance Officers
Special Education Unit
Special Education Officers
Data Collection and Data Processing

Joanne Alexander, Azinnah Baig, Pamela Bobcombe, Deidre-Ann Butcher, Frances Callendar, Sharon Carrington, Joanne Constantine, Leticia Rodriguez-Cupid, AnneMarie Edwards, Michael Gonzales, Cheryl-Ann Grant, Gwenite Greaves, Judith Harris, Janet Henry, Hazlyn Inniss, Jacqueline James-Wall, Mary Lewis, Judy Maillard, Seeta Mohammed, Sharon Mohammed, Eldica Nimblett, Marion O'Reilly, Lynn-Marie Osborne, Judy Seepersad, Sandra Tamby, Margaret Thomas

Organization of American States (OAS)

OAS Office, Trinidad and Tobago
Dr. Joseph Campbell
Ms. Marina Piper

The Pennsylvania State University

Center for Educational Diagnosis and Remediation (CEDAR) Clinic
College of Education
Department of Educational and School Psychology and Special Education (ESPSE)
Faculty in the School Psychology Program, Penn State
Graduate Students in the School Psychology Program, Penn State
International Office

University of the West Indies, School of Education

Dr. June George
Dr. Vena Jules

The Boss

Mr. Linus Sanchez

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The Trinidad and Tobago Normative Sample

The normative sample consisted of 700 students in First Year (Infant 1) through Standard 5. A list of all government and assisted elementary schools—but excluding special schools—was compiled by the Educational Planning Division of the Ministry of Education (1998) and provided by the Central Guidance Unit. These schools were used to identify a representative sample of students from 79 elementary schools in Trinidad and Tobago stratified by the regional enrollment of the school-aged population. Thus, St George West, with the largest school enrollment, was represented in the sample by 19 schools, whereas the Nariva/Mayaro region was represented in the sample by 3 schools.

At each school site, Guidance Officers used a table of random numbers to select one classroom to participate. If there was only one classroom at each grade level, the single classroom was used. Guidance Officers then obtained a list of students enrolled in each classroom selected at each school, and used a random numbers table to randomly select two students at each grade level from the identified classrooms, resulting in a sample of 14 students from each school. One male and one female student were selected from each classroom in mixed-gender schools, whereas two males or two females were selected from single-gender schools. To ensure gender balance, each time a single-gender school was selected, the next random draw was from schools in the same region that exclusively served the other gender. The same selection process was repeated for all seven elementary school years.

This sampling procedure resulted in a potential sample of 1,106 students. However, these students represented an oversampling of approximately 50% to allow for validity studies and to compensate for participant attrition over the multiple data collection periods across the academic year. The final sample consisted of 100 students per grade level—50 boys and 50 girls—from First Year/Infant 1 to Standard 5 that matched the population demographics on the indices of gender, ethnicity, and student enrollment in the eight educational regions.

Results of this sampling are presented in Table 1 by educational region. As the table indicates, the sample's proportions match the educational divisions quite closely, with the largest discrepancy of 2.1% occurring in St. George West, the area of greatest population density. In all other regions, the normative sample was within 0.4% of the region's school population, and in three of the divisions—St. Andrew/St. David, Caroni, and Victoria—the sample was identical to the school population.

The distributions of students across age, gender, grade, ethnic background, and parental education level are presented in Tables 2 through 6, respectively. The data in Table 2 indicate that most of the participants were between 5 and 12 years old, inclusively, with less than 4% (n = 23) of the sample falling outside this age range. The sample contains equal numbers of males and females, which is in keeping with population statistics.

Students of African descent match their numbers in the population, but East Indian participants are underrepresented and Mixed descent participants are overrepresented in the sample relative to their percentage in the population. It is probable that East Indians are not actually underrepresented, given the 3.4% of the sample who did not report ethnic background and the 3% increase in individuals of Mixed descent. Population statistics over the last few decades have reflected an increasing trend in the percentage of the population self-identifying as Mixed. These figures for 1980 and 2000 are 14% and 18.4%, respectively. Thus, the number of Mixed participants in this elementary school-aged sample may reflect a continuation of the increasing trend in the Mixed population over the last few decades.

The data in Table 6 indicate that approximately one-third of the sample did not report the educational level of either parent. Consequently, percentages in the categories that are actually reported are probably underestimates and should be interpreted as such. In the reported categories, the modal educational level for both mothers and fathers is

Table 1.1

Normative Sample by Educational Region

	Population		Norm Sample	
Division	Number	Percent	Number	Percent
St. George West	31,948	24.1	160	22.9
St. George East	14,255	16.5	116	16.6
St. Andrew/St. David	3,859	6.3	44	6.3
Caroni	10,913	15.0	105	15.0
Nariva/Mayaro	2,287	3.7	29	4.1
Victoria	26,197	19.0	133	19.0
St. Patrick	12,711	11.0	80	11.4
Tobago	3,059	4.3	33	4.7
Total	105,229	100.0	700	100.0

Table 1.2

Normative Sample by Age

Age	Number	Percent
4	18	2.6
5	88	12.6
6	96	13.7
7	98	14.0
8	98	14.0
9	99	14.1
10	95	13.6
11	89	12.7
12	14	2.0
13	4	0.6
14	1	0.1

Table 1.3

Normative Sample by Gender

Gender	Number	Percent
Male	350	50.0
Female	350	50.0

Table 1.4

Normative Sample by Grade

Grade	Number	Percent
1st Year	100	14.3
2nd Year	100	14.3
Standard 1	100	14.3
Standard 2	100	14.3
Standard 3	100	14.3
Standard 4	100	14.3
Standard 5	100	14.3

Table 1.5

Normative Sample by Ethnic Background

Ethnic Background	Number	Percent
African	269	38.4
East Indian	257	36.7
Mixed	149	21.3
Other	1	0.1
Not Reported	24	3.4

Table 1.6

Normative Sample by Parental Education Level

	Mothers		Fathers	
Highest level completed	Number	Percent	Number	Percent
Primary	209	29.9	216	30.9
Form 3	49	7.0	31	4.4
Form 5	203	29.0	169	24.1
Form 6	15	2.1	16	2.3
University	5	0.7	10	1.4
Unknown	219	31.3	258	36.9

primary school attendance, with completion of Form 5 or the 'O' Level examination year running a close second. Less than 4% of fathers and mothers were reported to have completed the 'A' Level examinations or attended university.

Data Collectors

Data on the normative sample were collected across the 2001-2002 academic year. The data collectors consisted of 10 Guidance Officers and 11 Special Education Officers from the Ministry of Education. Twenty of the 21 data collectors were female and their ages ranged from 35 to 55 years (M = 45.9, SD = 5.8). The data collectors reported being in their current positions for an average of 8 years (SD = 6.9), and 17 of them had taught in schools before being assigned to their current positions.

All of the data collectors possessed a university degree, and had received training from the Penn State consulting team. Most of the data collectors were assigned to schools in the educational division in which they worked, although four of them did assist in a few schools outside of their home regions. A member of the consultant team supervised data collection.

Academic Areas Assessed

All of the academic assessments administered for this project and reported in this manual were focused on pre-reading and reading skills, as poor reading skills are consistent and robust predictors of school failure.

Phonemic Awareness

Phonemic awareness, pre-reading or beginning reading skills, was assessed with the *Mountain Shadows Phonemic Awareness Scale* (MS-PAS; Watkins & Edwards, 1998). This 20-item unpublished measure was designed to assess students' knowledge of sound categorizations, and can be administered to groups or individuals. The MS-PAS is discussed in greater detail in Section II. This measure was administered to students in the first three years of school, i.e., 1st Year, 2nd Year, and Standard 1 at the beginning of Term 1 and at the end of Term 3.

Students in 1st and 2nd Year were also assessed using *Individual Phonemic Analysis* (IPA), a curriculum-based measure that is administered individually. This measure with several sub-tests, can be used to isolate the source of a student's difficulties in early reading skills, and is best used to follow-up on low scores obtained on group measures like the MSPAS. IPA was administered in each of the three terms.

Reading Decoding and Comprehension

Students in Standards 1 and 2 were administered the Cloze, a measure that assesses student comprehension by requiring students to replace words that have been removed from text passages. The fourth academic measure used was entitled *Oral Reading Fluency*. This curriculum-based measure uses students' reading fluency to measure reading decoding and comprehension. Students whose reading fluency is low have to devote so much working memory to decoding that there is little cognitive capacity remaining to deal with comprehension. ORF was administered to students from 2nd Year through Standard 5. Both Cloze and ORF were administered in each of the three terms.

Assessment Instruction Cycle

Before going into the sections dealing with assessments and intervention, we wanted to review the Assessment Instruction Cycle from Madigan, Hall, & Glang (1997). This cycle is presented in Figure 1.1 on the next page. Generally, an initial evaluation is conducted with a specific purpose in mind. For example, the decision to assess the phonemic awareness knowledge of students at the beginning of Second Year should be grounded in the idea of primary prevention. The teacher wants to know which students are not yet ready to begin reading instruction and, more specifically, which students will need to be taught phonemic awareness so that they can then better profit from formal reading instruction.

Similarly, a student who performs poorly on a classroom test or a standardized national examination may be assessed to determine the areas in which remediation is warranted. If the student being assessed has an educational

history, that data should be reviewed as it may contain useful information about past achievement and interventions. But the decision to conduct an initial evaluation is only the beginning of the cycle. The information from this initial evaluation should inform instructional design, which in turn informs the delivery of instruction. *As* instruction is being delivered, assessments should be used to *monitor* student progress, *analyze* student errors, and ***modify*** instruction. The results of these formative assessments of students' progress are then fed back into the instructional design and the *ongoing* assessment instruction cycle begins a new revolution. Remember that instruction and evaluation should always be a part of this cycle, not only for students who are experiencing academic difficulties, but also for all students in all classrooms.

The assessment strategies presented in this manual were chosen because they are formative and have direct implications for curriculum design and the delivery of instruction. Finally, remember that different students may need different strategies, and that if one intervention strategy does not work with a child, you should try another strategy.

Interpreting Scores

Statistics may well be a serious contender for the list of the top 10 things that most people do not like. However, if we are to make *clinical* decisions that have serious potential for changing people's life trajectories, we need to base those decisions on objective data rather than subjective opinions. There are a lot of data in the manuals, and these data are presented in a variety of numerical forms. So we begin with an orientation to dealing with the numbers.

When we are working with a large set of numbers, one way to orient ourselves to them is to order them from highest to lowest. Once we order the numbers sequentially, we have created a distribution (i.e., a ranking of the values of a variable from lowest to highest). Here's an example that should be meaningful to all of you, but particularly to those of you who collected data. Here are the raw scores of 10 Standard 5 students on one of the oral reading fluency (ORF) passages given in the first term:

39, 108, 81, 87, 115, 33, 12, 94, 170, 145

The numbers above are just a random set of numbers at the moment. I can turn them into a distribution of numbers—specifically, ORF scores—by simply changing the way in which they are ordered, like this:

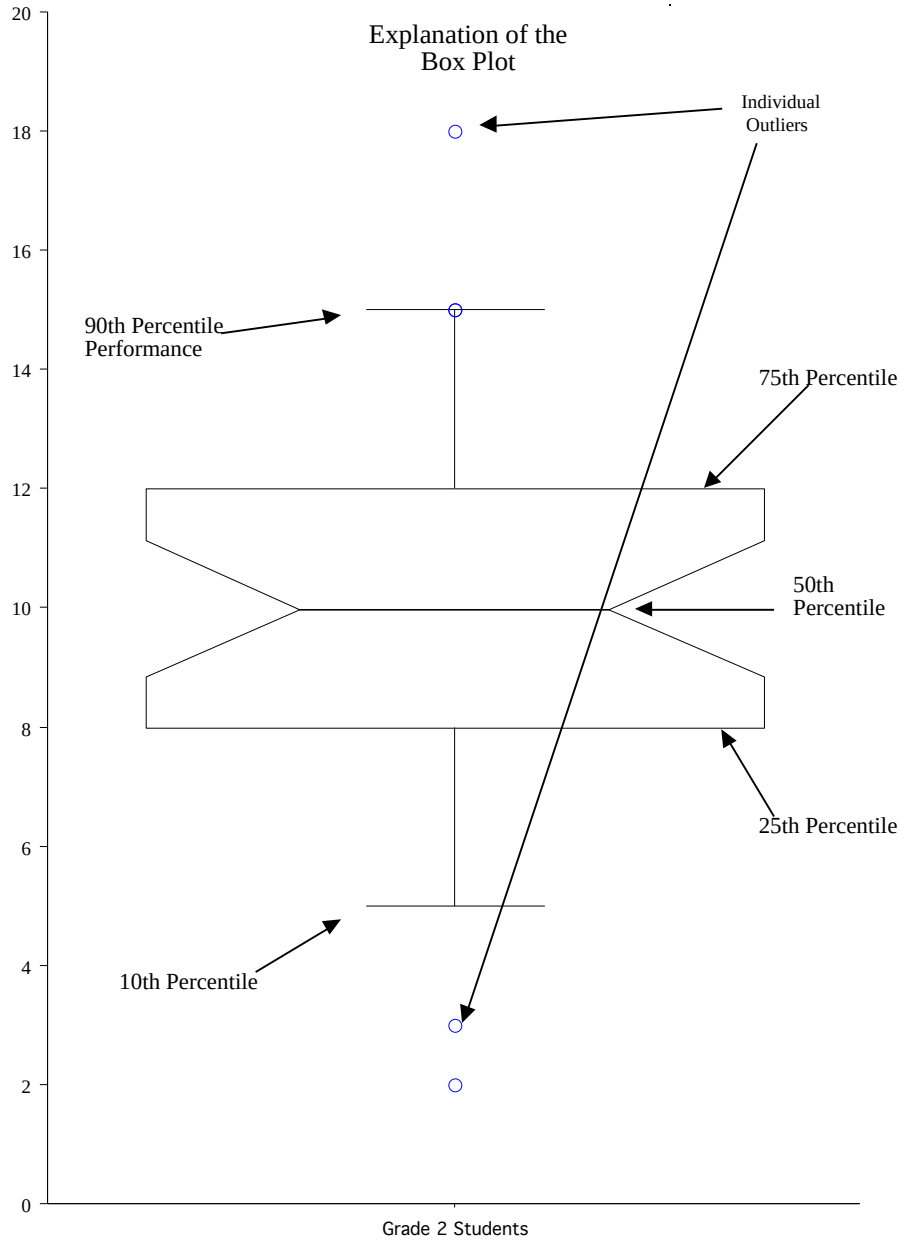
12, 33, 39, 81, 87, 94, 108, 115, 145, 170

I now have a distribution, but how do I interpret it. Although it is clear that the student who can read 158 words a minute can read faster than the one who reads 39 words a minute, how many words *should* the average Standard 5 student be reading in one minute?

Here is where the utility of distributions comes in. The data that are presented in this manual were collected on a representative sample of the Trinidad and Tobago population. Thus, we can use the distribution of these data to establish how many words the average student in Standard 5 should be reading, as well as the number of words that the average student should be reading in any grade that was administered the ORF. Furthermore, these averages apply to students from Icacos to Toco, and from Scarborough to Charlottesville—i.e., anywhere in Trinidad and Tobago.

Figure 1.2 on the next page contains a box and whisker plot with explanations about how a distribution works. Each horizontal line is an important marker. The line in the middle of the box represents the median or the exact centre of the distribution. This middle score is at the 50th percentile, meaning that 50% of the distribution is below that score. The horizontal line closing the upper end of the box is the 75th percentile, and a score at this level is higher than 75% of the scores in the distribution. Similarly, the line representing the bottom of the box indicates the 25th percentile. The two horizontal whiskers—one at the upper and one at the lower end also represent important markers. The upper whisker is the 90th percentile and the lower whisker is the 10th percentile. Scores at these points are higher than 90% and 10% of the distribution, respectively. Finally, there are some circles, which represent outliers, or people at the extreme ends of the distribution. These outliers represent extremely good scores and extremely poor scores. You can use the percentile tables in Chapter 5 to see what level each of the scores above represent. We could tell you, but good teachers never give you all the answers. Here's a hint: 108 & 145 are good numbers to start with.

Figure 1.2



The box plot is a picture of the distribution of scores on a measure.

II. Pre-Reading Skills: Group Assessment

"Effective reading instruction begins with assessment" (Wren & Watts, 2001, p. 1). In this section, we present several measures that assess phonemic awareness and early decoding skills, as well as normative information on a representative sample of students in Trinidad and Tobago elementary schools. However, before going into the actual assessments used, we begin with a brief overview of the *Alphabetic Principle* as it relates to learning to read.

The Alphabetic Principle

Spoken words are made up of phonemes (i.e., individual sounds), and written words are made up of letters. However, knowledge of those two facts is not sufficient for children to develop good decoding skills. Individuals need to have knowledge of the alphabetic principle, i.e., an understanding that the *letters* in written words represent the *phonemes* in spoken words.

Phonemes

Oral language is comprised of around 44 phonemes, which are the simplest components of words. For example, the word *cat* has three phonemes: /k/, /a/, and /t/. Phonemic awareness is an understanding, or an awareness, that spoken language is composed of these phonemes. That is, recognizing that spoken words consist of a sequence of individual sounds. Thus, the *meaning* of spoken language is *not* the focus of phonemic awareness, nor does phonemic awareness involve exposure to print or letters. Phonemic awareness is also *not* phonics. Instead, phonemic awareness is simply *the ability to analyze or manipulate phonemes or the units of oral language*.

Letter knowledge

The letter is the basic unit of reading and writing in English, and familiarity with the letters of the alphabet has consistently been shown to be a strong predictor of future reading success. While not sufficient in itself for reading success, familiarity with the letters of the alphabet is important for developing decoding skills, and like phonemic awareness, the ability to identify letters of the alphabet quickly is a robust predictor of learning to read (Wren & Watts, 2001).

Research on Phonemic Awareness

In a recent meta-analysis of phonemic awareness studies, Scarborough (1998) reported a mean correlation of .46 between phonemic awareness and future reading attainment, and indicated that phonemic awareness was one of the strongest predictors of future reading achievement, second only to measures of reading readiness and letter identification.

Adams (1990) noted that phonemic awareness may develop before reading readiness and letter identification, making it one of the earliest predictors of reading. Further, letter identification and other readiness tasks do not have a causal link to later reading success (e.g., Snow, Burns, & Griffin, 1998). In contrast, investigations have repeatedly demonstrated that measures of phonemic awareness are strong and independent predictors of later reading proficiency.

Research has also supported direct phonemic awareness training as a method for improving a child's ability to read in the future (e.g., Bus & Van Ijzendoorn, 1999; Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001). Thus, ample evidence exists to suggest that not only is phonemic awareness an essential emergent literacy skill, but reading acquisition can be improved by teaching these skills to pre-readers (Adams, 1990; Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg, 2001; Snow et al., 1998).

We now know that not all children naturally develop strong phonemic awareness skills. Blevins (1997) has reported that approximately 20% of U. S. children are affected by weak phonemic awareness skills that put them at increased risk for reading problems. Consequently, it has been recommended that teachers assess beginning readers to ensure proper development of phonemic awareness skills (Zygouris-Coe, 2001; Honig, Diamond, & Gutlohn, 2000). For example, Sodoro, Allinder, and Rankin-Erickson (2002) opined that "accurate assessment of phonological awareness

is critical for teachers, educational specialists, and researchers who are interested in young children's literacy development" (p. 224).

Assessing Phonemic Awareness

Adams (1990) identified five different phonemic awareness tasks that can be used to measure the phonemic awareness construct: knowledge of nursery rhymes, oddity (or sound categorization) tasks, blending, segmentation, and manipulation of phonemes. She further hypothesized that these tasks range in difficulty with nursery rhymes being the easiest task to complete and manipulation of phonemes the most difficult.

A child's knowledge of nursery rhymes "involves nothing more than an ear for the sounds of words" (Adams, 1990, p. 80). Typically this task involves either asking the child to recite familiar nursery rhymes or decide if two words rhyme. Oddity, or sound categorization, tasks require the child to analyze the sounds of each word and attend to the slight differences between phonemes in the given set of words. For example, the child must choose the one word in a series of three or four that has a different (or same) sound in a pre-specified place. The third category of phonemic awareness, blending, requires the child to connect a series of isolated phonemes to form a common word.

In segmentation, the child must divide the spoken word into its component phonemes. Segmentation involves the exact opposite process as blending, in which the child combines phonemes or blends them to state them as words. Finally, phoneme manipulation tasks demand that the child isolate and then manipulate (i.e., add, delete, isolate, or move) any given phoneme in a word.

Mountain Shadows Phonemic Awareness Scale

Adams (1990) noted that phonemic awareness may develop before reading readiness and letter identification, making it one of the earliest predictors of reading, an important finding from the perspective of prevention and early intervention. Following this logic, Snow et al. (1998) recommended that screening instruments be developed "for identifying children at risk of experiencing difficulties in learning to read so as best to ensure early, effective intervention" (p. 336). One such instrument is the *Mountain Shadows Phonemic Awareness Scale* (MS-PAS; Watkins & Edwards, 1998).

The MS-PAS is a sound categorization task designed to assess young readers' phonemic awareness. It is a 20-item group-administered test which takes 15 to 20 minutes to complete. Both same and different sound categorizations are used, with the same sound categorizations making up the first 10 items and the different sound items making up items 11 to 20.

The ten 'same' items consist of a target picture and three response option pictures. The name for each target picture is read aloud and children are then asked to mark the response option picture which begins with the *same* sound as the stimulus word. In the ten 'different' items, four pictures are presented, their names are read aloud, and children are instructed to mark the picture of the word which begins with a *different* sound than the other words. Both the same and different component sections are preceded with practice items to ensure that children understand the task. The picture format reduces memory load and allows a purer assessment of phonemic awareness.

MS-PAS Reliability Evidence

Internal consistency. Psychometric evidence for MS-PAS scores was initially based on students tested in intact classrooms in a suburban, southwestern U.S. school district. Most of the students were of White ethnic origin (91%) and lower middle to middle class (less than 10 percent received free and reduced lunches). Boys and girls were relatively equally represented (49% versus 51%, respectively). Internal consistency reliability of MS-PAS scores was .90 for 137 students tested in the final month of kindergarten and .89 for 929 students tested in the first month of first grade. A later analysis was conducted with 66 kindergarten and 63 first grade students from central Pennsylvania. The internal consistency reliability of the MS-PAS scores among these students was .85 and .89, respectively

(Wyglinski, 2000).

Test-retest reliability (stability). Short-term stability of the MS-PAS was explored in two studies. First, by giving the MS-PAS to 115 southwestern students in May of their kindergarten year and again in September of their first grade year (r = .73, p < .001). Second, by repeating the MS-PAS at a two-week interval for 66 kindergarten and 63 first grade students from central Pennsylvania (Wyglinski, 2000). The two-week test-retest reliability was .75 and .88 for kindergarten and first grade students, respectively.

Reliability standards. Measurement specialists suggest that tests should demonstrate reliability coefficients of .70 to .90 if they are to be used to make important decisions about individuals. For screening, reliability coefficients of .80 have been recommended (Salvia & Ysseldyke, 2001). Streiner and Norman (1995) suggested that internal consistency reliability coefficients should exceed .80 and stability coefficients should exceed .50.

The MS-PAS meets these standards. Using the guidelines promulgated by Cicchetti (1994), internal consistency reliability of MS-PAS scores is categorized as good to excellent. Given that phonemic awareness is developmental, and changes in scores across time represent both development and test error, the MS-PAS demonstrated substantial short-term stability when compared to similar instruments.

MS-PAS Validity Evidence

The developmental growth of phonemic awareness skill was detected by the MS-PAS, as illustrated by its means and standard deviations across grade levels. Different cohorts of American students tested at the end of kindergarten (n = 137, M = 14.3, SD = 5.2), beginning of first grade (n = 389, M = 16.4, SD = 4.1), and end of first grade (n = 257, M = 19.3, SD = 1.5) exhibited increasing MS-PAS average scores and decreasing variability.

When the same cohort of students was tested across two grade levels, there was a significant gain in MS-PAS scores from the end of kindergarten to the beginning of first grade (t = -3.76, df = 114, p < .001) and from the beginning of first grade to the end of first grade (t = –11.9, df = 238, p < .001). In contrast to this clear pattern of increasing MS-PAS scores across time, there were no significant differences between the sexes at the beginning (t = –.85, df = 387, p = .40) or end (t = .55, df = 255, p = .58) of first grade, indicating similar levels of skills.

Predictive validity. Predictive validity of the MS-PAS was assessed against teacher judgments and standardized achievement tests. Teacher judgments were obtained at the end of first grade with a single survey item that asked teachers to mark a visual grade level scale that best represented the student's mastery of the reading curriculum (M = 2.0, SD = .47). Teachers were unaware of students' MS-PAS and group achievement test scores when completing these ratings. MS-PAS scores at the beginning of first grade were moderately related to teacher ratings at the end of first grade (n = 365, r = .53, p < .001). They were also moderately related to Gates-MacGinitie total reading scores taken at the end of first grade (n = 225, r = .62, p < .001). These robust relationships persisted across time. MS-PAS scores from the beginning of first grade were correlated with Stanford Achievement Test total reading scores (n = 121, r = .43, p < .001) and with teacher ratings obtained almost three years later at the end of these students' third grade year (n = 251, r = .43, p < .001).

The predictive validity of the MS-PAS was very similar to other phonemic awareness tests (near .60; Yopp, 1995) when the criterion was end of first grade reading achievement. It demonstrated equally good predictive accuracy when the criterion was end of first grade teacher ratings of reading proficiency. Three-year prediction of academic test scores was somewhat lower than reported by Yopp (1995) but was still significant. Scarborough (1998) summarized 27 phonemic awareness studies and reported a mean correlation of .46 between phonemic awareness and future reading. The relationship between MS-PAS and reading scores ranged from .43 to .62. Thus, MS-PAS scores exhibited substantial predictive validity.

Concurrent validity. Concurrent validity was assessed by administering the MS-PAS and the *Test of Phonological Awareness* (TOPA) in counterbalanced order to 66 kindergarten and 63 first grade students in central Pennsylvania

(Wyglinski, 2000). Scores on the two tests were strongly related at both grade levels (r = .86 and .91, respectively, corrected for restriction of range). Thus, the MS-PAS and the TOPA appear to be parallel measures (Streiner & Norman, 1995).

Trinidad and Tobago Normative Sample on the MS-PAS

As previously described, 150 boys and 150 girls were randomly selected from the Infant 1, Infant 2, and Standard 1 population. The MS-PAS was then administered to these children individually or in small groups by Guidance or Special Education officers at the beginning of the school year and again at the end of the school year. Due to the vageries of sampling, some children were not present for assessment or were otherwise not available for continued inclusion in the sample. These missing data are reflected in the following tables.

Descriptive Statistics

As illustrated in Table 2.1, MS-PAS scores demonstrated steady, significant growth across grade levels and, within the same grade level, across the school year. These figures are consistent with the theoretical expectation that phonemic awareness is developmental. Additionally, they are congruent with the results of a much larger sample of students from Trinidad and Tobago (i.e., N = 4,112) collected in 1998 (Worrell, Watkins, Runge, & Hall, 2002). As with the U.S. sample, boys and girls did not significantly differ on the MS-PAS. Nor were MS-PAS scores significantly different for students of African, East Indian, or Mixed ethnic background. The available data provide no reason to suspect that MS-PAS scores should differ based on gender or ethnicity.

Reliability

Internal consistency reliability was quantified with coefficient alpha. Alpha reliabilities across grade level, gender, ethnic background, and time of year are presented in Table 2.2. The majority of the reliability estimates are in the mid-.80 to the .90 range. The somewhat lowered reliability for MS-PAS scores at the end of the year in Standard 1 is due to those students' proficient performance. That is, many students have mastered this task and there is little variability at this grade level, resulting in a lower reliability estimate. Measurement experts recommend reliability coefficients ≥ .80 for screening tests and ≥ .90 for individual, high-stakes decisions (Salvia & Ysseldyke, 2001). Table 2.2 indicates that MS-PAS scores are sufficiently reliable in Trinidad and Tobago students for screening decisions, and sometimes exceed the stability needed for individual decisions.

Validity

Concurrent validity was assessed by correlating MS-PAS scores with oral reading fluency (ORF) and the word reading and sentence reading scores from the Individual Phonemic Analysis (IPA) tasks administered at the beginning of the school year. Results of those concurrent comparisons for each grade level are presented in Table 2.3. End-of-year concurrent comparisons between MS-PAS scores, ORF, word reading, and sentence reading are presented in Table 2.4. A review of these two tables reveals that MS-PAS exhibits a consistent, but moderate, concurrent relationship with word reading measures.

Predictive validity evidence is limited to the one school year. MS-PAS scores taken at the beginning of the school year were compared to word reading scores from the end of that same school year. Those results (see Table 2.5) indicate that MS-PAS scores from the beginning of the school year are not very predictive of word reading at the end of Infant 1. However, this weak relationship is related to those students' poor word reading skills (i.e., only reading 3 or 4 words recognized).

Given that formal reading instruction probably takes place in Infant 2, the Infant 2 relationship is more revealing. From this, it can be determined that beginning of year phonemic awareness, as measured by the MS-PAS, accounts for around 25% of the variance in end-of-year word reading skill. This result is consistent with the published literature on phonemic awareness, which indicates that phonemic awareness is not the only knowledge or skill required to learn to read. However, it is *one* important precursor to reading and may be

Table 2.1

Descriptive Statistics for MS-PAS Scores Across Grade Level and School Year

	Beginning of Year			End of Year		
	N	*Mean*	*SD*	*N*	*Mean*	*SD*
Infant 1	100	8.63	4.80	90	12.84	4.93
Infant 2	97	14.31	4.44	91	17.07	3.42
Standard 1	97	16.32	3.98	67	18.31	2.52

Table 2.2

Coefficient Alphas for MS-PAS Scores

	Beginning of Year	End of Year
Total	.91	.90
Infant 1	.84	.87
Infant 2	.86	.85
Standard 1	.88	.82
Boys	.91	.90
Girls	.90	.90
African	.90	.88
East Indian	.89	.90
Mixed	.92	.90

Table 2.3

Concurrent Correlations Between MS-PAS and Reading Measures at the Beginning of the School Year

	Infant 1	Infant 2	Standard 1
ORF	-	.38	.44
Word Reading	.33	.44	.86
Sentence Reading	.36	.36	-

Table 2.4

Concurrent Correlations Between MS-PAS and Reading Measures at the End of the School Year

	Infant 1	Infant 2	Standard 1
ORF	-	.45	.25
Word Reading	.48	.53	-
Sentence Reading	.53	.60	-

"*necessary but not sufficient* for becoming a good reader" (Torgesen & Mathes, 2000, p. 5).

Administration

Verbatim instructions for administering the MS-PAS are found on the MS-PAS Administration Guide on p. 19. The MS-PAS is designed to be administered to an entire Infant 2/Second Year class. It may also be administered to Infant 1/First Year students, but in small groups of 4-6 students rather than an entire class. In both cases, it is helpful to use single-sided copies and apply three staples to the left margin of the six MS-PAS pages to create a booklet. The booklet format makes it easier for students to turn pages and proceed accurately through the test. It is also beneficial if the teacher moves about the room during administration of the MS-PAS to monitor and assist students. For Infant 1 and beginning Infant 2 students, it may also be easier for the teacher to write the children's names on the test form. An administration copy of the MS-PAS can be found on pp. 21 – 31 of this manual.

Scoring

Scoring is accomplished with the MS-PAS Score Sheet, which can be found on p. 18. The student's correct responses are summed to a total MS-PAS score that ranges from 0 to 20.

Interpretation

The MS-PAS can be used to identify students in need of explicit instruction in phonological awareness. Bowey (1995) suggested that "the absolute differences in phonological oddity performance between reading-level matched groups are small. The differences are more apparent when children are classified in an all-or-none way as having scored above or below 90% on phonological oddity tasks" (p. 67).

To determine optimal MS-PAS cut scores in the U.S., 67 students who required intensive remedial reading intervention in second or third grade were retrospectively identified. Consistent with Bowey's (1995) observation, a MS-PAS score of 18 or less identified 92.5% of students who required reading remediation while misidentifying 29.1% of non-referred students. This suggests that the 90% MS-PAS cut score [or 18 items correct] can be used to identify students at risk of future reading difficulty before they begin formal reading instruction. However, these results must be validated locally to ensure applicability to the Republic of Trinidad and Tobago. As in the U.S., a combination of letter naming and phonemic awareness may produce the lowest false positive rate.

Students in Infant 1/First Year should be monitored for a variety of preliteracy skills such as phonemic awareness, print awareness, letter name knowledge, etc. When using the MS-PAS, norms for Trinidad and Tobago can be consulted (see Tables 2.6 and 2.7). Any student who exhibits performance below the 25th percentile should probably receive consideration for explicit phonological awareness instruction.

Infant 2 or Second Year students who begin the year with deficient phonological awareness skills will probably not be able to optimally profit from beginning reading instruction. Given the severity of this outcome, students who score 18 or fewer points on the MS-PAS at the beginning of their second year of school should be individually assessed with the IPA letter-naming, telescoping, blending, and sound-symbol relationship tasks to better determine their pre-reading skills.

If individual assessment verifies the MS-PAS score, those students should receive instruction specifically tailored to meet their individual learning needs. In most cases, that instruction should include phonological awareness together with letter-sound correspondence. Additionally, teachers should help students apply this phonological awareness and alphabetic knowledge to reading and writing tasks (Bus & Van Ijzendoorn, 1999; Ehri et al., 2001).

Standard 1 students should have achieved mastery of sound categorization tasks such as the MS-PAS. As with Infant 2 students, those who score 18 or fewer points points on the MS-PAS should be individually assessed with the IPA instruments to better determine their prereading skills. If individual assessment verifies the MS-PAS score, those students should receive supplemental remedial instruction specifically tailored to meet their unique learning needs. Again, as with Infant 2

Table 2.5

Predictive Correlations Between Beginning of Year MS-PAS Scores and Reading Measures at the End of the Year

	Infant 1	Infant 2	Standard 1
ORF	-	.49	.37
Word Reading	.18	.48	-
Sentence Reading	.19	.48	-

Table 2.6

Beginning of Year Raw Score to Percentile Conversion for MS-PAS Scores

Percentile	Infant 1	Infant 2	Standard 1
5	1	6	8
10	3	7	10
25	5	11	15
50	8	15	18
75	11	18	19
90	17	20	20
95	18	20	20

Table 2.7

End of Year Raw Score to Percentile Conversion for MS-PAS Scores

Percentile	Infant 1	Infant 2	Standard 1
5	5	9	13
10	6	13	14
25	8	16	17
50	13	18	20
75	17	20	20
90	19	20	20
95	20	20	20

students, these students require instruction in phonological awareness and letter-sound correspondence (i.e., phonics). Further, teachers should help students apply this phonological awareness and alphabetic knowledge to reading and writing tasks in ways that are consistent with high quality classroom reading instruction (Bus & Van Ijzendoorn, 1999; Ehri et al., 2001).

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Mountain Shadows Phonemic Awareness Scale (MS-PAS)

Materials needed to administer the MS-PAS can be found on pp. 18 to 31. The MS-PAS score sheet can be found on p. 18, and the instructions for administering the same sound and different sound items on pp. 19 and 20, respectively. The next few pages contain the six pages comprising the MS-PAS. These pages are printed on only one side to facilitate photocopying.

Mountain Shadows Phonemic Awareness Scale (MS-PAS)
Administration Guide

Same Initial Sounds
Children look at the pictures, hear the words spoken, and are instructed to put an **X** on the picture of the word that begins with the same sound as the first picture.

> Say: Put your finger on the picture of the [target word]. Now listen carefully. One of the other pictures in this row has a name that begins with the same sound as [target word]. The other pictures are: [name three other pictures]. Put an **X** on the picture that begins with the same sound as [target word]. Repeat for each item.

Practice Items (Give correct answers. Say: See, [target word] and [correct word] begin with the same sound so we put an **X** on [correct word].

Target	Word 1	Word 2	Word 3
Bird	gum	corn	**bus**
Cup	**carrot**	seven	vase

Test Items

Target	Word 1	Word 2	Word 3	
log	**lamp**	rake	dart	
fire	chair	**fan**	yarn	Turn page
top	boat	fort	**tent**	
sun	purse	**seal**	five	
ham	**hand**	bone	tag	
mop	letter	**mitten**	vest	Turn page
web	zipper	donkey	**wig**	
nest	**nine**	fox	horse	
kite	music	**key**	leaf	
pig	six	jam	**pan**	Turn page

Mountain Shadows Phonemic Awareness Scale (MS-PAS)
Administration Guide

Different Initial Sounds
Children look at the pictures, hear the words spoken, and are instructed to put an **X** on the picture of the word that begins with a different first sound. "Different" in spoken instructions may be supplemented with "Which one is not like the others" if that is more familiar to students.

> Say: Now we are going to do something a little different. Look at the pictures [say names of four pictures]. One of these words starts with a different sound from the other three. Put an **X** on the picture that has a different first sound. Repeat for each item.

Practice Items (Give correct answers. **Say:** See, [name three words with same first sound] begin with the same sound, but [correct word] begins with a different first sound so we put an **X** on [correct word].

Word 1	Word 2	Word 3	Word 4
bee	bear	beans	**coat**
head	hand	**tree**	hut

Test Items

Word 1	Word 2	Word 3	Word 4	
bike	bell	**net**	bug	
fish	fork	five	**pin**	Turn page
hat	heel	horn	**gum**	
bed	two	tulip	tape	
cap	cow	car	**leaf**	
radio	**cane**	rabbit	rock	Turn page
frog	six	sock	sun	
jug	jar	**tack**	jam	
dart	**rope**	desk	doll	
box	bat	**mop**	barn	

Mountain Shadows Phonemic Awareness Scale (MS-PAS)
Score Sheet

Student _____ Teacher _____

School _____ Date _____

Sex _____ Age _____

Same Initial Sounds

Mark "1" for correct and "0" for incorrect responses

1.	lamp	
2.	fan	
3.	tent	
4.	seal	
5.	hand	
6.	mitten	
7.	wig	
8.	nine	
9.	key	
10.	pan	
Same Subtotal		

Different Initial Sounds

Mark "1" for correct and "0" for incorrect responses

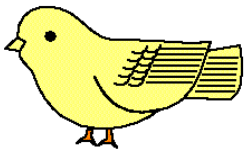
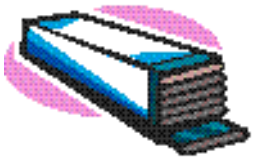
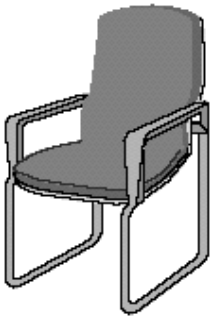
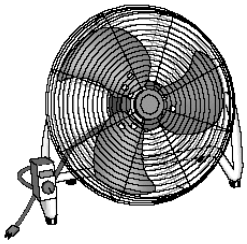
1.	net	
2.	pin	
3.	gum	
4.	bed	
5.	leaf	
6.	cane	
7.	frog	
8.	tack	
9.	rope	
10.	mop	
Different Subtotal		

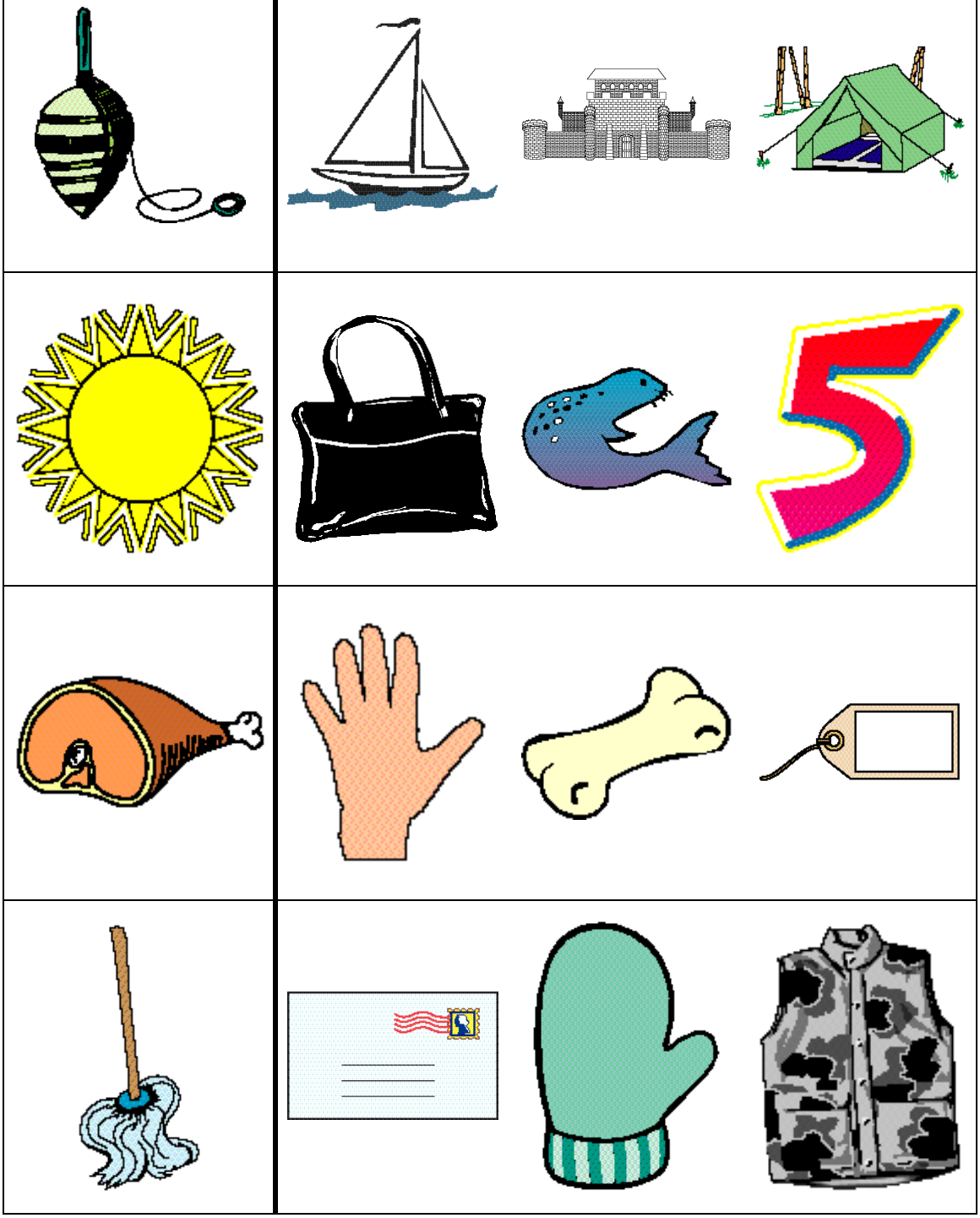
TOTAL PHONEMIC AWARENESS _____

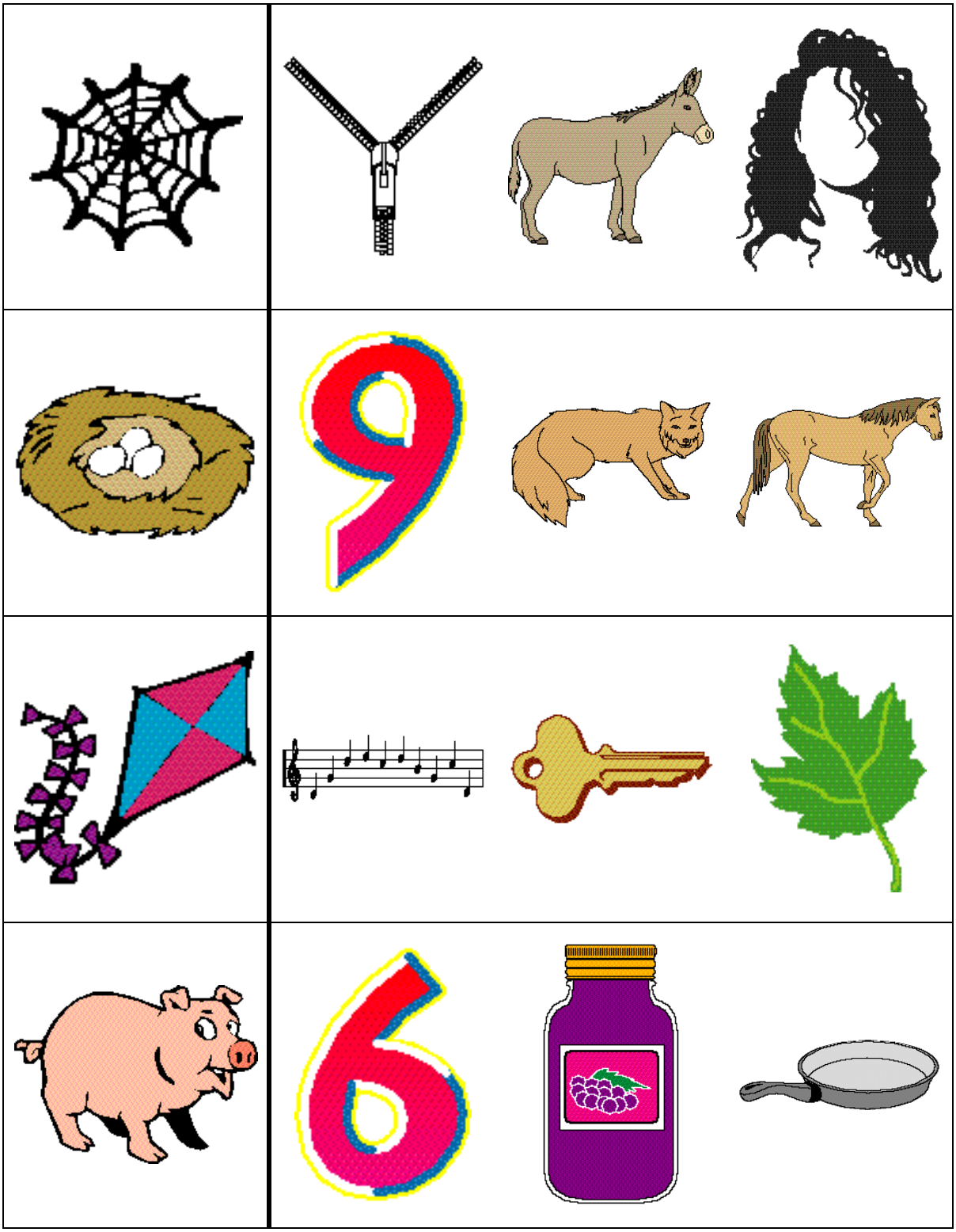
Mountain Shadows Phonemic Awareness Scale (MS-PAS)

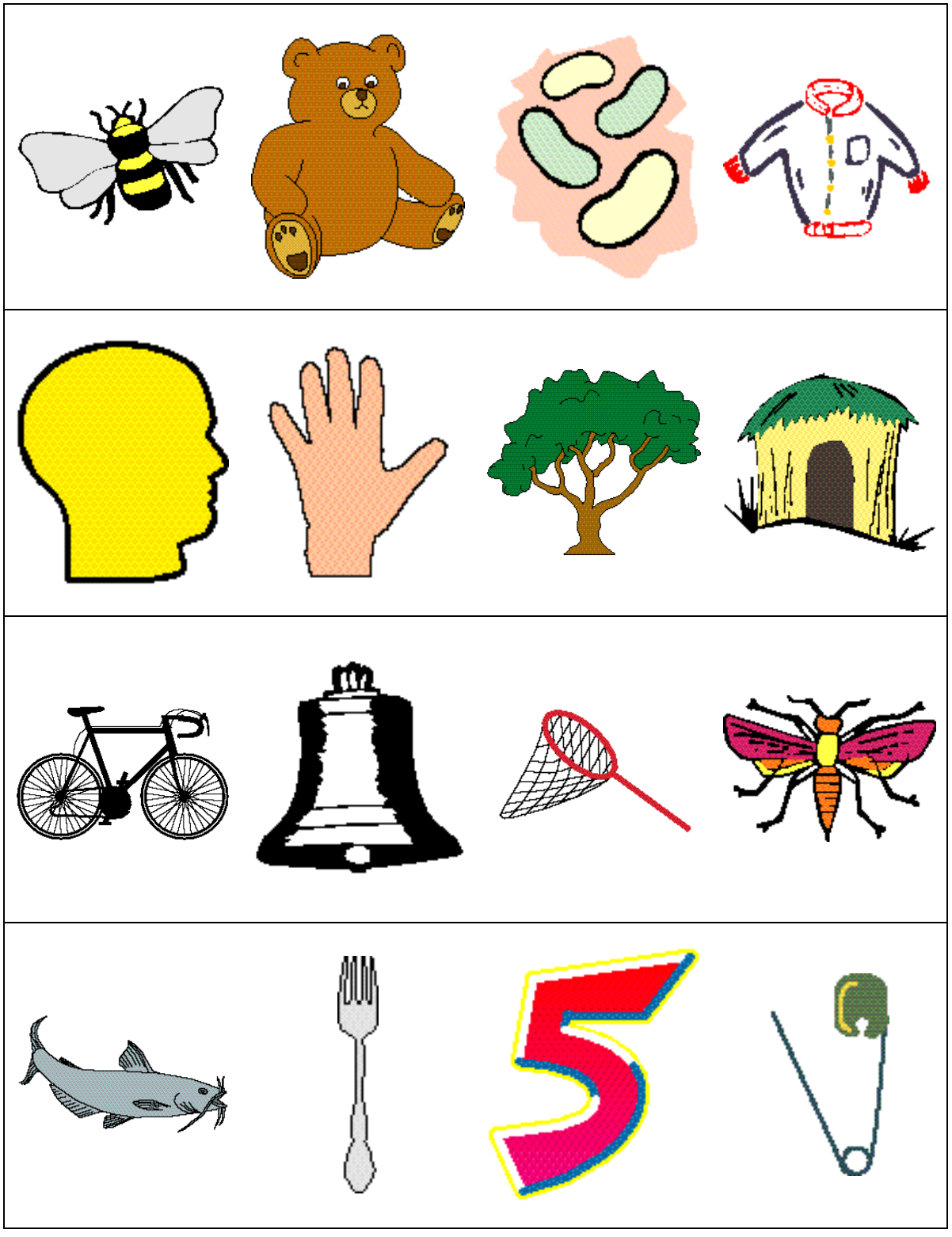
Name _____ Teacher _____

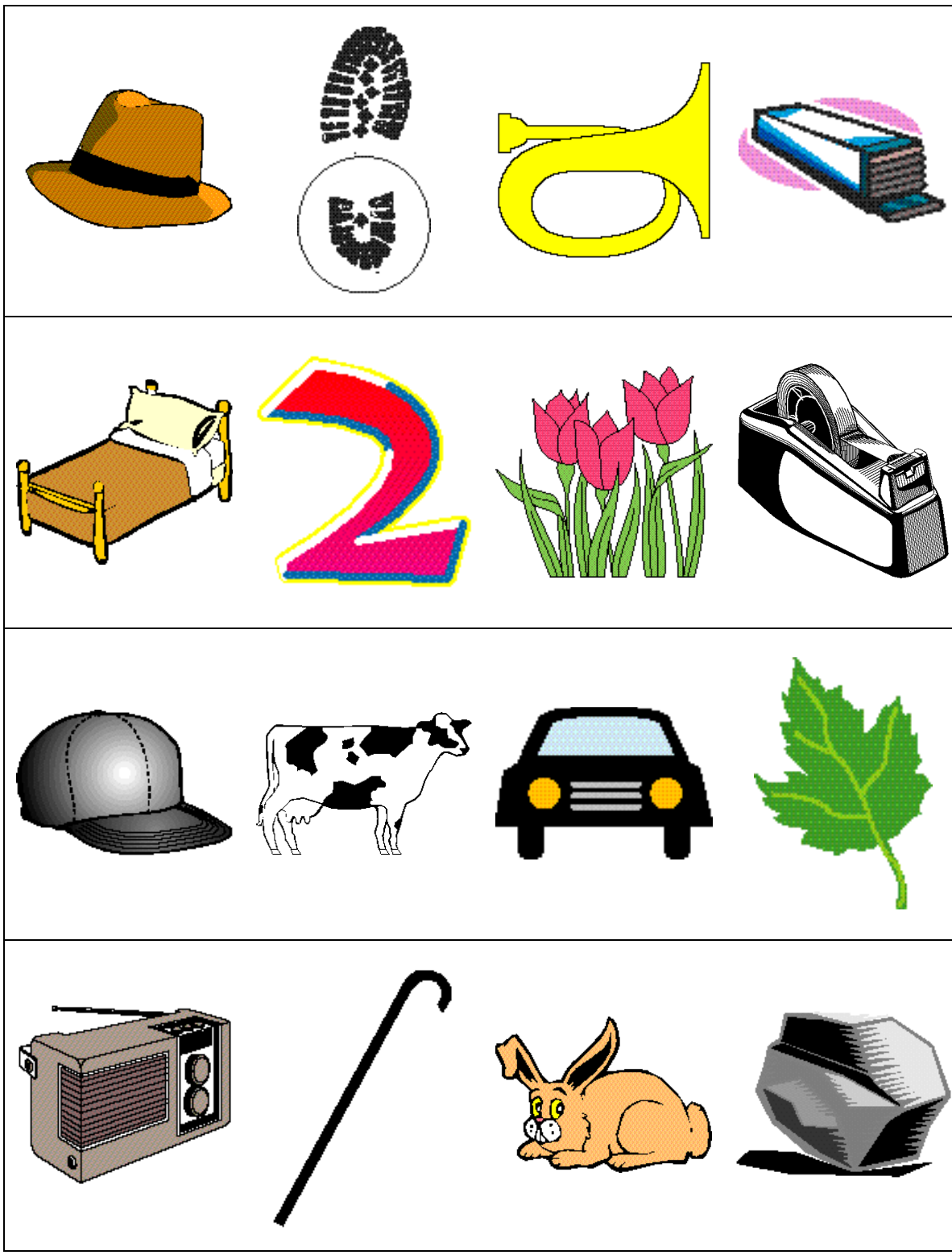
Sex _____ Age _____ Date _____









III. Pre-Reading Skills: Individual Assessment (IPA)

Knowledge Categories

Knowledge of Letter Names and Sound/Symbol Correspondence

Typically, testing a child's knowledge of the letters of the alphabet involves presenting the child with a page of letters, and asking the child to name them. The page usually contains upper-case letters and lower-case letters, and a few odd characters like the two versions of the lower case "a" and the lower-case "g." Sound/symbol correspondence is assessed using the same letters. However, in this case, the child is asked to say the *sound* that the letters make.

Young children who do not yet know the letter names can be given a set of manipulable letters, numbers, and symbols (e.g., #, *, %, +), and asked to separate the letters from the numbers and symbols. Similarly, children can be asked to "tell what they know" about each letter. Although children may not know the name of a letter, they might know the sound that it represents—hence the assessment of both letter names and sound/symbol correspondence.

Alternatively, children may know a word that starts with that letter. Children who know all the letter names can be further tested for the ability to separate the letters into upper- and lower-case groups (i.e., capital and common letters), or to separate them into vowels and consonants.

Telescoping and Segmenting

Telescoping—also referred to as blending—and segmenting are two of the five phonemic awareness tasks identified by Adams (1990) and described in Section II of this manual. Telescoping requires the child to blend a series of isolated phonemes to form a common word. For example, a child can be asked to blend the phonemes, /r/ /a/ /n/, with the correct response being "ran." Segmentation involves the opposite process, and requires the child to divide the spoken word into its component phonemes. For example, if asked to say each sound in the word, "sad," the correct response is /s/ /a/ /d/.

Word Knowledge

The most direct approach to knowledge of the alphabetic principle as it applies to words is to ask the child to write words that you dictate. Even if children cannot write the words accurately, their understanding of the alphabetic principle is revealed by whether or not they write one symbol for each sound in the word. Young children often represent a whole word with a single symbol. Sometimes the symbol the child chooses is the first letter of the word, so a child might represent the word, "DOG," with the letter, "D." This representation reflects the view that a word only exists as an object.

Children who have an understanding of the alphabetic principle, however, will attempt to encode all of the sounds they hear in the word, although they may not use the right letters. In fact, they may not use letters at all. The child who has internalized the alphabetic principle may write the word, BALL with three symbols, and ironically may represent the word, "BOX" with four symbols (e.g., BOKS).

Children's knowledge of the alphabetic principle can be tested in other ways. Children can be presented with two words in written form—one long word and one short word. The teacher asks the children to pick the word they think she is saying, and she says either a very long word (e.g., HIPPOPOTOMOUS) or a very short word (e.g., HIP). The words can get closer in length as the child learns the object of the assessment. Even if children cannot read yet, an understanding of the alphabetic principle will allow them to pick the right word.

As children become familiar with common sight words (e.g., the), the names of the letters, and more importantly, the correspondence between the letters and their sounds, they can begin to read words, beginning with simple words (e.g., monosyllabic CVC words like "cat" and "mop"), and eventually, simple sentences (e.g., The man sat on a log).

Characteristics of Individual Phonemic Analysis (IPA)

Knowledge of pre-reading and early reading skills and their developmental sequence translate easily into assessments that are useful in identifying the difficulties of students who are not making adequate progress in learning to read. These curriculum-based measures,

subsumed under the general title of Individual Phonemic Analysis (IPA), are particularly useful for assessing students' current status and for monitoring progress as instruction or interventions proceed. Moreover, since IPA measures are relatively easy to create, administer, score, and interpret, and can be used with more than one student, they are useful for teachers, or for educational professionals who consult with teachers or conduct teacher inservices.

The IPA measures covered in this section require students to produce a response, thus enabling an educator working with a child to observe rather than infer what the problems are. When administering the measures, the specific responses produced by the child—both correct and error responses—are recorded to provide error analysis information that will be of direct use in developing interventions. The measures are sensitive to change, even over short periods of time. Further, multiple forms ensure that the measures are actually assessing change in skill levels or achievement and not memorization, even when they are used frequently. The use of standard directions reduces the possibility of systematic error in administration.

Research on IPA

Much of the research by reading scholars cited in Section II (e.g., Adams, 1990; Blevin, 1997; Honig, Diamond, & Gutlohn, 2000, Scarborough, 1998) support the efficacy of some of the IPA measures covered in this section, including letter naming, sound/symbol correspondence, telescoping, and segmenting. Empirical support for these measures has also been reported in the school psychology literature (e.g., Chafouleas & Martens, 2002; Kaminski & Good, 1996; VanDerHeyden, Witt, Naquin, & Noell, 2001).

Reliability of IPA Tasks

Kaminski and Good (1996) examined the reliability of segmentation fluency and letter naming fluency in 37 kindergartners and 41 first graders in regular education classrooms in the northwestern U.S. Letter naming fluency was based on number of correct letter names identified per minute and segmentation fluency was based on number of correct sound segments produced per minute. Eighteen alternate forms of both IPA measures were used in this study.

These researchers reported one-week test-retest reliability estimates of .93 and .83 for kindergartners' and first graders' letter naming fluency scores, respectively, and estimates of .88 and .60 for segmentation fluency scores. Quasi-split half reliability estimates based on the Spearman-Brown prophecy formula (Nunally, 1978) were also acceptable: .99 for both kindergarten scores, .95 for first grade letter naming, and .83 for first grade segmentation.

Similar results have been reported from other parts of the U.S. VanDerHeyden et al. (2001) reported on a variation of the letter-naming task. They used a selection task, requiring students to choose which of four letters corresponded to a picture that the students were viewing and that an experimenter had named. Scores on a sample of 68 kindergartners from Louisiana yielded an internal consistency estimate of .70.

In a more recent study, Chafouleas & Martens (2002) administered five 20-item phonological awareness tasks to 20 kindergartners and 20 first graders from an urban school district in New York state. The tasks administered included rhyme production, sound production (i.e., naming initial sound of a given word), blending, segmentation, and deletion of initial phonemes. Using Cronbach alpha, they reported internal consistency estimates for all tasks in the.80 to .94 range for five items, in the .92 to .94 range for 10 items, and in the .96 to .97 for all 20 items.

Validity of IPA Measures

Kaminski and Good (1996) assessed the concurrent validity of segmentation fluency and letter naming fluency scores with one-minute oral reading fluency probes, reading skills on the Metropolitan Readiness Test (Nurss & McGauvran, 1986), Stanford Diagnostic Reading Test (Karlen & Gardner, 1985) scores, and scores on the McCarthy Scales of Children's Abilities (McCarthy, 1972) They reported moderate to high correlations ($.43 \leq r \leq .90$, $p < .01$) for kindergartners, and noted that "there were fewer significant positive correlations for first graders (p. 222), a pattern noted in the

previous section with MS-PAS scores.

Chafouleas and Martens (2001) also reported moderate correlations between Woodcok-Johnson Tests of Achievement-Revised raw scores and IPA tasks: Rhyme Production (.42), Sound Production (.67), Blending (.70), Segmentation (.78) and Deletion (.67). Similarly, VanDerHeyden et al. (2001) reported moderate correlations ranging from .25 to .68 (*Mdn* = .47) between the letter-naming task that they employed and subscales on the Comprehensive Inventory of Basic Skills-Revised (Brigance, 1999). Scores on all of the CBM probes correctly classified 71% of kindergartners who were subsequently retained and 94% of those who were not retained, providing evidence of predictive validity.

In summary, scores on IPA measures including letter naming, telescoping or blending, and segmenting have demonstrated substantial reliability and validity, and can be used in combination with other measures like MS-PAS scores to predict students' readiness for reading instruction.

Trinidad and Tobago Normative Sample on the IPA Measures

The IPA sample consisted of 100 boys and 100 girls randomly selected from the Infant 1 and Infant 2 population. IPA measures were administered to these children individually by Guidance or Special Education officers in the first half of the first term, the middle of the second term, and latter half of the third term. As expected, some children were not present for assessment or were otherwise not available for continued inclusion in the sample. The total participant figures in the following tables and figures reflect the missing participants. Norms are provided for telescoping, segmenting, as well as word and sentence reading.

Normed IPA Tasks

Data from four IPA measures are reported in this section: telescoping, segmentation, word reading, and sentence reading. No letter naming task was normed due to limitations of time and funds. Although a sound/symbol correspondence measure was also administered to the students in preparation for inclusion in this manual, these data could not be included due to inconsistencies in the administration process. Both letter naming and sound-symbol correspondence are fluency tasks, and as such, must be timed like the oral reading fluency measure described in Section V. However, not all officers did timed administrations, rendering all of the data unusable.

The telescoping task consisted of six CVC words presented to the students by the officers participating in the norming. Students were required to blend the individual phonemes into whole words. Scores were given for each blended phoneme that was correct. For example, if a student was asked to blend /d/ /o/ /g/, and he responded with "dot," the student received a score of two for the phonemes, /d/ and /o/. The total score possible for the six words was 18. The segmenting task also used six CVC words, but students were required to respond to a blended word (e.g., dog) with the individual phonemes (i.e., /d/ /o/ /g/). Students received one point for each correct phoneme for a total possible segmenting score of 18.

The word-reading task required students to read 12 simple words. Some words were consonant-vowel consonant (CVC) words and others were simple four-letter words with two consonants at the beginning (e.g., slip) or at the end of the word (e.g., sand). Students received one point for each word, for a total possible score of 12 on this task. The sentence reading task was also scored by number of words read. Words in the sentence-reading task were of the similar type (i.e., CVC, CCVC, CVCC) as the words in the word-reading task, but also included high frequency irregular words (e.g., is, said, was, to) common to early reading sentences. Since sentences varied in length, the total score on this task changed on each administration: Term 1 Total = 21; Term 2 Total = 21; Term 3 Total = 13.

Norms on IPA Measures

Infant 1 Scores

The means for all four IPA tasks are presented in Table 3.1 by time of year and grade level. Infant 1 means show a clear increasing trend for telescoping, segmenting, and word reading across the three time periods, and five of

Table 3.1

Descriptive Statistics for IPA Scores Across Grade Level and School Year

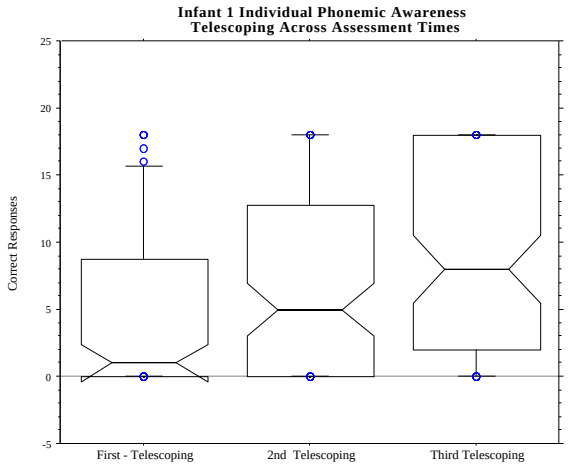
	Infant 1			Infant 2		
Beginning of Year						
	N	*Mean*	*SD*	*N*	*Mean*	*SD*
Telescoping	99	4.28	6.13	100	11.5	6.9
Segmenting	99	2.83	5.23	100	8.86	7.12
Word Reading	99	0.72	2.11	100	4.23	3.84
Sentence Reading	99	2.84	5.36	100	11.41	7.65
Middle of Year						
	N	*Mean*	*SD*	*N*	*Mean*	*SD*
Telescoping	99	6.62	6.71	100	13.40	6.35
Segmenting	99	4.15	6.69	100	11.90	7.15
Word Reading	99	1.64	2.93	100	5.69	3.91
Sentence Reading	94	5.33	6.57	98	13.67	7.89
End of Year						
	N	*Mean*	*SD*	*N*	*Mean*	*SD*
Telescoping	99	8.86	7.22	100	13.83	6.42
Segmenting	99	6.13	7.34	100	11.19	7.72
Word Reading	99	2.99	3.95	100	6.31	4.59
Sentence Reading	90	4.44	5.02	89	9.30	4.67

Table 3.2

Coefficient Alphas for IPA Scores

	Beginning of Year	Middle of Year	End of Year
Telescoping	.96	.96	.94
Segmenting	.98	.99	.98
Word Reading	.93	.93	.94

Figure 3.1



the six comparisons are significant at the .002 level. The increasing trend is most evident for Infant 1 students in telescoping (see Figure 3.1), the skill that students typically acquire earlier in beginning reading acquisition. Additional box plots on IPA data can be found in Appendix B.

In sentence reading, there is a significant increase from the beginning of the year to the middle of the year in numbers of words read ($p < .001$), but a decrease from the middle of the year to the end of the year. In this case, the decrease in the mean from Term 2 to Term 3 is most likely an artifact of the lower ceiling for number of words in sentence reading. The total possible score in sentence reading for the first two terms is 21, but the total possible score for Term 3 is 13.

The differences in mean scores across the year also indicate that the measures are working as expected. Telescoping means are higher than segmenting means, as the latter is a more difficult task for students (Adams, 1990). Similarly, sentence reading means are higher than word reading means as the meaning and structure of sentences provide context cues for students that are absent when reading words in isolation.

Infant 2 Scores

The patterns present in Infant 1 are generally repeated in Infant 2—telescoping and segmenting means increase across the three terms, and sentence reading means increase from Term 1 to Term 2, but decrease in Term 3. Additionally, Infant 2 segmenting scores did not increase from Term 2 to Term 3.

Infant 1- Infant 2 Comparisons

As can be seen in Table 3.1, Infant 2 means were higher than Infant 1 means on all IPA measures and all of these differences were significant at the .001 level. These differences provide validity evidence for the IPA tasks, which are expected to be higher in the second year of school than in the first.

Reliability of IPA Measures

Cronbach alpha reliability estimates were calculated for telescoping, segmenting, and word reading scores (see Table 3.2). Since sentence reading was reported as a single item, no internal consistency estimate could be calculated for this task's scores. As can be seen in Table 3.2, all of the reliability estimates were greater than .90, indicating that these scores can be used for individual decision making (Salvia & Ysseldyke, 2001). Moreover, analyses by grade and gender revealed that most of the reliability estimates met this criterion. Only two reliability estimates were less than .90: Infant 2 girls word reading (.89) and Infant 2 boys segmenting (.79).

Validity of IPA Measures

The telescoping and segmenting scores were compared with MS-PAS scores and word and sentence reading scores at the beginning (Table 3.3) and end (Table 3.4) of the school year to examine the concurrent validity of the measures. As expected, correlations were generally in the moderate range ($.29 \leq r \leq 70$, $Mdn\ r = .52$), with correlations between the measures being higher for Infant 2 students at the beginning of the year and for Infant 1 students at the end of the year. The higher correlations are indicative of the time in the academic year when these students' scores are in greatest flux.

Predictive validity coefficients were calculated for Term 1 telescoping and segmenting scores with Term 3 MS-PAS, word reading, and sentence reading scores (see Table 3.5). Infant 2 correlations were higher than Infant 1 correlations, with the largest correlations occurring with word and sentence

Table 3.3

Concurrent Correlations of Telescoping and Segmenting Scores with MS-PAS Scores and Reading Measures at the Beginning of the School Year

	MS-PAS	Word Reading	Sentence Reading
Infant 1			
Telescoping	.34	.38	.48
Segmenting	.29	.51	.52
Infant 2			
Telescoping	.52	.56	.58
Segmenting	.41	.67	.64

Table 3.4

Concurrent Correlations of Telescoping and Segmenting Scores with MS-PAS Scores and Reading Measures at the End of the School Year

	MS-PAS	Word Reading	Sentence Reading
Infant 1			
Telescoping	.51	.70	.67
Segmenting	.54	.64	.62
Infant 2			
Telescoping	.53	.51	.61
Segmenting	.41	.49	.45

Table 3.5

Predictive Correlations Between Beginning of Year Telescoping and Segmenting Scores and End of Year MS-PAS Scores and Reading Measures

	MS-PAS	Word Reading	Sentence Reading
Infant 1			
Telescoping	.32	.31	.37
Segmenting	.35	.34	.29
Infant 2			
Telescoping	.47	.48	.62
Segmenting	.43	.61	.60

reading, as the variability in these skills among students is increasing for students about to enter Standard 1. The lower Infant 1 correlations also reflect the low skill levels of many Infant 1 students on these tasks.

Regression analyses confirmed these findings. Term 1 MS-PAS, telescoping, and segmenting scores accounted for 10% of the variance in Term 3 word reading scores for Infant 1, and 41% of the variance for Infant 2. In the latter analysis, MS-PAS and segmenting scores were the significant contributors to the prediction equation.

Interpreting IPA Scores

As indicated previously, IPA measures are best conducted as a follow-up to low scores on the MS-PAS. Students with low MS-PAS scores should first be assessed with the letter naming and sound/symbol correspondence tasks. Even though no local norms are available for these two measures, students who do not know their letter names and sounds fluently will need to begin working on these two skills which are prerequisites for the other tasks.

Tables 3.6, 3.7, and 3.8 contain normative percentiles for telescoping, segmenting, word reading, and sentence reading by grade for Terms 1, 2, and 3, respectively. The tables indicate that, currently, as many as 25% of Infant 1 students and 10% of Infant 2 students do not have any of the skills measured by the IPA tasks, even at the end of the academic year. These normative data call into question the stated goal of beginning reading instruction in the Infant 1 year, a goal that is supported by prescribing reading texts for Infant 1 classrooms.

In sum, the findings suggest that teachers in Infant 1 and Infant 2 classroom need to assess pre-reading skills regularly, and provide direct instruction in these skills to students who do not yet have them. As these skills are prerequisites for reading, it may be necessary to set a relatively high goal (e.g., the 90th percentile) as a criterion for student mastery, as fluency on these phonemic skills is a robust predictor of learning to read. Moreover, unless these skills are taught, an ever-increasing group of elementary students who should be able to read will *not* learn how to read.

Creating IPA Measures

The following subsections provide instructions on how to create the IPA measures that were used in the norming. Additionally, actual copies of all of the IPA measures used can be found on subsequent pages. In creating new forms of these measures, you may wish to consult both the directions below as well as the models from the norming. Moreover, the models from the norming can be copied and used for assessments. Individuals using these measures are reminded that graphing is the most reliable strategy for interpreting current student skill levels and evaluating the effects of interventions.

Letter Identification and Sound/Symbol Correspondence

1. Use more than 26 letters to allow multiple opportunities for students to respond to the same letter. This approach helps to control for guessing. Also, since this particular measure is *timed*, you want to ensure that you have an adequate ceiling.
2. Mix up the letter order on the forms.
3. Keep the total number constant on all the forms you create.
4. Make teacher forms for scoring responses and student forms for administration. Remember to use larger print on the student forms.

Telescoping and Segmenting

1. Create 6 new three-letter (CVC) words.
2. Represent the range of sounds including vowels on each form.

Word and Sentence Reading

1. Create new words and sounds of similar length and type as the ones that you want the student to be able to read.

Administering and Scoring IPA Measures

IPA tasks are easy to administer and score, and can be administered by teachers, curriculum specialists, guidance officers, and other education professionals. Specific instructions for administering each of the measures are provided on all of the IPA forms. Beginning on page 42, three versions of each form are provided.

Table 3.6

Beginning of the Year Raw Score to Percentile Conversion for IPA Scores

Percentiles *Infant 1*	Telescoping	Segmenting	Word Reading	Sentence Reading
5	0	0	0	0
10	0	0	0	0
25	0	0	0	0
50	1	1	0	0
75	9	4	0	4
90	16	12	2	10
95	18	17	6	17
Infant 2				
5	0	0	0	0
10	0	0	0	0
25	6	2	1	4
50	15	7	3	12
75	18	18	8	18
90	18	18	11	20
95	18	18	12	21

Table 3.7

Middle of the Year Raw Score to Percentile Conversion for IPA Scores

Percentiles *Infant 1*	Telescoping	Segmenting	Word Reading	Sentence Reading
5	0	0	0	0
10	0	0	0	0
25	0	0	0	0
50	6	0	0	1
75	13	8	2	9
90	18	18	6	15
95	18	18	10	20
Infant 2				
5	0	0	0	0
10	3	0	0	0
25	10	6	3	9
50	17	16	6	17
75	18	18	9	20
90	18	18	11	21
95	18	18	12	21

Table 3.8

End of the Year Raw Score to Percentile Conversion for IPA Scores

Percentiles *Infant 1*	Telescoping	Segmenting	Word Reading	Sentence Reading
5	0	0	0	0
10	0	0	0	0
25	3	0	0	0
50	9	4	2	0
75	18	16	5	4
90	18	18	10	10
95	18	18	12	17
Infant 2				
5	4	0	0	0
10	9	0	1	0
25	16	6	3	7
50	18	17	8	11
75	18	18	11	13
90	18	18	12	13
95	18	18	12	13

INDIVIDUAL PHONEMIC AWARENESS ASSESSMENT

General Directions

Hi, My name is [Your Name (e.g., Marley or Ms. Hall)]**. I am here today to work with you in reading. I want to see what letters, sounds, and words you know so your teacher can help you in reading. I am going to ask you to say some sounds, say some words, and read some sentences. I'll tell you what to do on each page. Do you have any questions?**

Name _____ **Date** _____
School _____ **Grade** _____
Teacher _____ **Administrator** _____

FORM A: LETTER IDENTIFICATION MEASURE

Directions

- This page has lots of letters. I want you to start at the top (point to the top). When I point to a letter, I want you to tell me the name of that letter.
- Point to each letter for the student.
- If the student does not respond to the letter within 5 seconds, move on to the next letter and say, **"Try this one. What is the name of this letter?"** Or "**What is this letter called?"**
- **Time** the student for **1 minute**. At the end of one minute thank the student and move to the next measure.
- If you use Form A for letter identification, use either Forms B or C for sound/symbol identification.
- **DO NOT** try to calculate a total score while conducting the assessment**.**

Scoring

- Score + for correctly stated letter names.
- Write exactly what the student says for any error.
- Write n.r. for "No Response" if the student does not say the letter sound within 5 seconds.

m	**a**	**s**	**d**	**f**	**g**	**h**	**j**	**k**
o	**p**	**z**	**x**	**c**	**v**	**b**	**n**	**e**
n	**w**	**e**	**r**	**t**	**y**	**u**	**i**	**b**
l	**o**	**w**	**e**	**r**	**t**	**y**	**u**	**i**
a	**s**	**d**	**f**	**g**	**h**	**m**	**k**	**l**
				TOTAL				

Name _____ **Date** _____
School _____ **Grade** _____
Teacher _____ **Administrator** _____

FORM A: SOUND/SYMBOL IDENTIFICATION MEASURE

Directions

- This page has lots of letters. I want you to start at the top (point to the top). When I point to a letter, I want you to tell me the sound that letter makes.
- Point to each letter for the student.
- If the student does not respond to the letter within 5 seconds, move on to the next letter and say, **"Try this one. What sound does this letter make?"**
- Time the student for **1 minute**. At the end of one minute. Thank the student and move to the next measure.
- If you use Form A for sound/symbol identification, use either Form B or C for letter identification.
- **DO NOT** try to calculate a total score while conducting the assessment**.**

NOTE: If the student says the letter name say**: "That is the name of the letter, I want you to tell me the SOUND that the letter makes."** Indicate the name by writing the letter. If on the second try the student says the sound, mark + (e.g., r/+)

Scoring

- Score + for correctly stated sounds.
- Write exactly what the student says for any error.
- Write n.r. for "No Response" if the student does not say the letter sound within 5 seconds.

m	**a**	**s**	**d**	**f**	**g**	**h**	**j**	**k**
o	**p**	**z**	**x**	**c**	**v**	**b**	**n**	**e**
n	**w**	**e**	**r**	**t**	**y**	**u**	**i**	**b**
l	**o**	**w**	**e**	**r**	**t**	**y**	**u**	**i**
a	**s**	**d**	**f**	**g**	**h**	**m**	**k**	**l**
				TOTAL				

FORM A: TELESCOPING AND SEGMENTING

DIRECTIONS AND SCORING FORM [FOR ADMINISTRATOR/TEACHER]

Name _____ **Date** _____
School _____ **Grade** _____
Teacher _____ **Administrator** _____

This is an *auditory* measure. Students DO NOT see this paper.

- **When I say the sounds, like /r/ /a/ /n/, can you tell me the word?**
- IF the student does *not* respond, say, "**The sounds /r/ /a/ /n/ blend together to say 'ran.' Now, you try the next one."**
- IF student responds *correctly*, say, **"Great. Here are some more sounds. Tell me the words."**
- Follow each set of letters with, **"Can you tell me the word?"**

Teacher Says	Student Response	Sounds Correct
/s/ /a/ /m/		1 2 3
/m/ /o/ /p/		1 2 3
/b/ /e/ /t/		1 2 3
/p/ /i/ /n/		1 2 3
/r/ /a/ /t/		1 2 3
/c/ /a/ /n/		1 2 3
	Total Correct	

Scoring: Write actual word or utterance student says in **Student Response** box. Indicate (circle) the sounds of the word correctly stated (by position in the word) in the **Sounds Correct** box.

****

- **When I say "sad," can you say each sound you hear in the word?**

- IF the student does *not* respond, say, **"The sounds in sad are /s/ /a/ /d/. Now, you try the next one**."
- IF student responds *correctly*, say, **"Great, here are some more words. Tell me the sounds you hear."**

- Say the word written in the **Teacher Says** box. **"Listen _____."**
- Follow each word with, **"Can you say each sound you hear in the word _____?"**

Teacher Says	Appropriate Student Response	Actual Student Response	Sounds Correct
map	/m/ /a/ /p/		1 2 3
fun	/f/ /u/ /n/		1 2 3
bat	/b/ /a/ /t/		1 2 3
run	/r/ /u/ /n/		1 2 3
mitt	/m/ /i/ /tt/		1 2 3
cop	/c/ /o/ /p/		1 2 3
		Total Correct	

Scoring: Write actual word or utterance the student says in "**Actual Student Response"** box. Indicate (circle) the sounds of the word correctly stated (by position in the word) in the "**Sounds Correct"** box.

Student Name _____ **Date** _____
School _____ **Grade** _____
Teacher _____ **Administrator** _____

FORM A: WORD AND SENTENCE READING
Directions and Scoring Form [For Administrator]
Directions

- This measure is NOT timed.
- Tell the student **"Now it's time to read some words. Show me your best reading."**
- Point to the first word**: "I would like you to read some words for me. I'll point to the word and you say the word. If you don't know the word, that's okay. Give it your best try."**
- If the student does not respond in 5 seconds, move on to the next word and say, **"Try this word. Show me your best reading."**

- Use the same procedure as stated above for sentence reading.
- Point to each word in every sentence.

SCORING

- Score + for correctly read words.
- Write exactly what the student says for any error.
- Write n.r. for no response if the student does not say the word within 5 seconds.

Word reading: Indicate what learner actually states for each word.			
not	**can**	**sit**	**man**
cop	**sand**	**slip**	**fast**
nap	**stop**	**if**	**Flip**
		Total words read correctly:	
Sentence reading: Indicate what learner actually states for each word.			
The dog ran on a grass mat.			
A big cat sat on me.			
I sat in the sun and had fun.			
		Total words read correctly:	

Letter and Sound/Symbol Identification Measure

STUDENT RESPONSE FORM A

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

Word and Sentence Reading

STUDENT RESPONSE FORM A

not	**can**	**sit**	**man**
cop	**sand**	**slip**	**fast**
nap	**stop**	**if**	**flip**

The dog ran on a grass mat.

A big cat sat on me.

I sat in the sun and had fun.

INDIVIDUAL PHONEMIC AWARENESS ASSESSMENT

General Directions

Hi, My name is [Your Name (e.g., , Marley or Ms. Hall)]**. I am here today to work with you in reading. I want to see what sounds and words you know so your teacher can help you in reading. I am going to ask you to say some sounds, say some words, and read some sentences. I'll tell you what to do on each page. Do you have any questions?**

Name _____ **Date** _____
School _____ **Grade** _____
Teacher _____ **Administrator** _____

FORM B: LETTER IDENTIFICATION MEASURE

Directions

- This page has lots of letters. I want you to start at the top (point to the top). When I point to a letter, I want you to tell me the name of that letter.
- Point to each letter for the student.
- If the student does not respond to the letter within 5 seconds, move on to the next letter and say, **"Try this one. What is the name of this letter?"** Or "**What is this letter called?"**
- **Time** the student for **1 minute**. At the end of one minute thank the student and move to next measure.
- If you use Form B for letter identification, use either Form A or C for sound/symbol identification.
- **DO NOT** try to calculate a total score while conducting the assessment**.**

Scoring

- Score + for correctly stated letter names.
- Write exactly what the student says for any error.
- Write n.r. for "No Response" if the student does not say the letter sound within 5 seconds.

k	**b**	**l**	**o**	**a**	**d**	**u**	**s**	**p**
o	**f**	**i**	**u**	**y**	**r**	**e**	**w**	**c**
h	**z**	**x**	**c**	**g**	**i**	**d**	**a**	**v**
u	**l**	**k**	**j**	**m**	**n**	**u**	**g**	**p**
t	**f**	**r**	**w**	**e**	**s**	**x**	**i**	**a**
				TOTAL				

Name _____ **Date** _____
School _____ **Grade** _____
Teacher _____ **Administrator** _____

FORM B: SOUND/SYMBOL IDENTIFICATION MEASURE

Directions

- This page has lots of letters. I want you to start at the top (point to the top). When I point to a letter, I want you to tell me the sound that letter makes.
- Point to each letter for the student.
- If the student does not respond to the letter within 5 seconds, move on to the next letter and say, **"Try this one. What sound does this letter make?"**
- Time the student for **1 minute**. At the end of one minute. Thank the student and move to next measure.
- If you use Form B for sound/symbol identification, use either Form A or C for letter naming.
- **DO NOT** try to calculate a total score while conducting the assessment**.**

NOTE: If the student says the letter name say**: "That is the name of the letter, I want you to tell me the SOUND that the letter makes.** Indicate the name by writing the letter. If on the second try, the student says the sound, mark + (e.g., r/+). IF the student responds incorrectly a second time, proceed with the assessment.

Scoring

- Score + for correctly stated sounds.
- Write exactly what the student says for any error.
- Write n.r. for "No Response" if the student does not say the letter sound within 5 seconds.

k	**b**	**l**	**o**	**a**	**d**	**u**	**s**	**p**
o	**f**	**i**	**u**	**y**	**r**	**e**	**w**	**c**
h	**z**	**x**	**c**	**g**	**i**	**d**	**a**	**v**
u	**l**	**k**	**j**	**m**	**n**	**u**	**g**	**p**
t	**f**	**r**	**w**	**e**	**s**	**x**	**i**	**a**
				TOTAL				

FORM B: TELESCOPING AND SEGMENTING

DIRECTIONS AND SCORING FORM [FOR ADMINISTRATOR/TEACHER]

Name _____ **Date** _____
School _____ **Grade** _____
Teacher _____ **Administrator** _____

This is an *auditory* measure. Students DO NOT see this paper.

- **When I say the sounds, like /r/ /a/ /n/, can you tell me the word?**
- IF the student does *not* respond say, "**The sounds, /r/ /a/ /n/, blend together to say, 'ran.' Now, you try the next one."**
- IF student responds *correctly*, say, **"Great. Here are some more sounds. Tell me the words."**
- Follow each set of letters with, **"Can you tell me the word?"**

Teacher Says	Student Response	Sounds Correct
/l/ /e/ /g/		1 2 3
/b/ /u/ /n/		1 2 3
/t/ /o/ /p/		1 2 3
/r/ /i/ /m/		1 2 3
/s/ /a/ /p/		1 2 3
/f/ /i/ /t/		1 2 3
	Total Correct	

Scoring: Write actual word or utterance student says in **Student Response** box. Indicate (circle) the sounds of the word correctly stated in the **Sounds Correct** box.

****

- **When I say "sad," can you say each sound you hear in the word?**
- IF the student does not respond say, **"The sounds in sad are /s/ /a/ /d/. Now you try the next one**."
- IF student responds *correctly*, say, **"Great. Here are some more words. Tell me the sounds you hear."**
- Say the word written in the **Teacher Says** box. **"Listen _____."**
- Follow each word with, **"Can you say each sound you hear in the word _____?"**

Teacher Says	Appropriate Student Response	Actual Student Response	Sounds Correct
cab	/c/ /a/ /b/		1 2 3
den	/d/ /e/ /n/		1 2 3
sell	/s/ /e/ /ll/		1 2 3
fog	/f/ /o/ /g/		1 2 3
lid	/l/ /i/ /d/		1 2 3
mud	/m/ /u/ /d/		1 2 3
		Total Correct	

Scoring: Write actual word or utterance the student says in "**Actual Student Response"** box. Indicate (circle) the sounds of the word correctly stated in the "**Sounds Correct"** box.

Student Name _____ **Date** _____
School _____ **Grade** _____
Teacher _____ **Administrator** _____

FORM B: WORD AND SENTENCE READING
Directions and Scoring Form [For Administrator]
Directions

- This measure is NOT timed.
- Tell the student, **"Now it's time to read some words. Show me your best reading."**
- Point to the first word**: "I would like you to read some words for me. I'll point to the word and you say the word. If you don't know the word, that's okay. Give it your best try."**
- If the student does not respond in 5 seconds, move on to the next word and say, **"Try this word. Show me your best reading."**

- Use the same procedure as stated above for sentence reading.
- Point to each word in every sentence.

SCORING

- Score + for correctly read words.
- Write exactly what the student says for any error.
- Write n.r. for no response if the student does not say the word within 5 seconds.

Word reading: Indicate what learner actually states for each word			
men	**tub**	**dad**	**cast**
fig	**ham**	**ran**	**spot**
sun	**film**	**it**	**jug**
		Total words read correctly:	
Sentence reading: Indicate what learner actually states for each word.			
Sam sat on a little frog.			
A pet is on the soft bed.			
The big red bug can hit a bat.			
		Total words read correctly:	

Letter and Sound/Symbol Identification Measure

STUDENT RESPONSE FORM B

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

Word and Sentence Reading

STUDENT RESPONSE FORM B

men	**tub**	**dad**	**cast**
fig	**ham**	**ran**	**spot**
sun	**film**	**it**	**jug**

Sam sat on a little frog.

A pet is on the soft bed.

The big red bug can hit a bat.

INDIVIDUAL PHONEMIC AWARENESS ASSESSMENT

General Directions

Hi, My name is [Your Name (e.g., , Marley or Ms. Hall)]**. I am here today to work with you in reading. I want to see what sounds and words you know so your teacher can help you in reading. I am going to ask you to say some sounds, say some words, and read some sentences. I'll tell you what to do on each page. Do you have any questions?**

Name _____ **Date** _____
School _____ **Grade** _____
Teacher _____ **Administrator** _____

FORM C: LETTER IDENTIFICATION MEASURE

Directions

- This page has lots of letters. I want you to start at the top (point to the top). When I point to a letter, I want you to tell me the name of that letter.
- Point to each letter for the student.
- If the student does not respond to the letter within 5 seconds, move on to the next letter and say, **"Try this one. What is the name of this letter?"** Or "**What is this letter called?"**
- **Time** the student for **1 minute**. At the end of one minute, thank the student and move to next measure.
- If you use Form C for letter identification, use either Form A or B for sound/symbol identification.
- **DO NOT** try to calculate a total score while conducting the assessment**.**

Scoring

- Score + for correctly stated letter names.
- Write exactly what the student says for any error.
- Write n.r. for "No Response" if the student does not say the letter sound within 5 seconds.

m	**r**	**b**	**v**	**c**	**x**	**z**	**a**	**s**
d	**f**	**g**	**h**	**j**	**k**	**l**	**p**	**o**
i	**u**	**y**	**t**	**n**	**e**	**w**	**z**	**a**
m	**l**	**p**	**k**	**o**	**n**	**j**	**i**	**u**
y	**g**	**a**	**s**	**r**	**d**	**v**	**c**	**t**
				TOTAL				

Name _____ **Date** _____
School _____ **Grade** _____
Teacher _____ **Administrator** _____

FORM C: SOUND/SYMBOL IDENTIFICATION MEASURE

Directions

- This page has lots of letters. I want you to start at the top (point to the top). When I point to a letter, I want you to tell me the sound that letter makes.
- Point to each letter for the student.
- If the student does not respond to the letter within 5 seconds, move on to the next letter and say, **"Try this one. What sound does this letter make?"**
- Time the student for **1 minute**. At the end of one minute, thank the student and move to next measure.
- If you use Form C for letter identification, use either Form A or B for sound/symbol identification.
- **DO NOT** try to calculate a total score while conducting the assessment**.**

NOTE: If the student says the letter name, say**, "That is the name of the letter, I want you to tell me the SOUND that the letter makes."** Indicate the name by writing the letter. If on the second try, the student says the sound, mark + (e.g., r/+). IF the student responds incorrectly a second time, proceed with the assessment.

Scoring

- Score + for correctly stated sounds.
- Write exactly what the student says for any error.
- Write n.r. for "No Response" if the student does not say the letter sound within 5 seconds.

m	**r**	**b**	**v**	**c**	**x**	**z**	**a**	**s**
d	**f**	**g**	**h**	**j**	**k**	**l**	**p**	**o**
i	**u**	**y**	**t**	**n**	**e**	**w**	**z**	**a**
m	**l**	**p**	**k**	**o**	**n**	**j**	**i**	**u**
y	**g**	**a**	**s**	**r**	**d**	**v**	**c**	**t**
				TOTAL				

FORM C: TELESCOPING AND SEGMENTING

DIRECTIONS AND SCORING FORM [FOR ADMINISTRATOR/TEACHER]

Name _____ **Date** _____
School _____ **Grade** _____
Teacher _____ **Administrator** _____

This is an *auditory* measure. Students DO NOT see this paper.

- **When I say the sounds, like /r/ /a/ /n/, can you tell me the word?**
- IF the student does *not* respond or responds *incorrectly*, say, "**The sounds /r/ /a/ /n/ blend together to say 'ran.' Now, you try the next one."**
- IF student responds *correctly*, say, **"Great. Here are some more sounds. Tell me the words."** IF the student responds incorrectly a second time, proceed with the assessment.
- Follow each set of letters with **"can you tell me the word?"**

Teacher Says	Student Response	Sounds Correct
/p/ /i/ /t/		1 2 3
/s/ /a/ /g/		1 2 3
/l/ /e/ /d/		1 2 3
/h/ /i/ /m/		1 2 3
/s/ /u/ /n/		1 2 3
/m/ /o/ /p/		1 2 3
	Total Correct	

Scoring: Write actual word or utterance student says in **Student Response** box. Indicate (circle) the sounds of the word correctly stated in the **Sounds Correct** box.

****

- **When I say "sad," can you say each sound you hear in the word?**

- IF the student does not respond say, **"The sounds in sad are /s/ /a/ /d/. Now you try the next one**."
- IF student responds *correctly*, say, **"Great. Here are some more words. Tell me the sounds you hear."**

- Say the word written in the **Teacher Says** box. **"Listen _____**."
- Follow each word with, **"Can you say each sound you hear in the word _____?"**

Teacher Says	Appropriate Student Response	Actual Student Response	Sounds Correct
ram	/r/ /a/ /m/		1 2 3
win	/w/ /i/ /n/		1 2 3
pup	/p/ /u/ /p/		1 2 3
net	/n/ /e/ /t/		1 2 3
dot	/d/ /o/ /t/		1 2 3
gal	/g/ /a/ /l/		1 2 3
		Total Correct	

Scoring: Write actual word or utterance the student says in "**Actual Student Response"** box. Indicate (circle) the sounds of the word correctly stated in the "**Sounds Correct"** box.

Student Name _____ **Date** _____
School _____ **Grade** _____
Teacher _____ **Administrator** _____

FORM C: WORD AND SENTENCE READING
Directions and Scoring Form [For Administrator]

Directions

- This measure is NOT timed.
- Tell the student **"Now it's time to read some words. Show me your best reading."**
- Point to the first word**: "I would like you to read some words for me. I'll point to the word and you say the word. If you don't know the word, that's okay. Give it your best try."**
- If the student does not respond in 5 seconds, move on to the next word and say, **"Try this word. Show me your best reading."**

- Use the same procedure as stated above for sentence reading.
- Point to each word in every sentence

SCORING

- Score + for correctly read words.
- Write exactly what the student says for any error.
- Write n.r. for no response if the student does not say the word within 5 seconds.

Word reading: Indicate what learner actually states for each word			
an	**rim**	**plan**	**stop**
pop	**rag**	**band**	**cop**
drop	**self**	**nun**	**him**
		Total words read correctly:	

Sentence reading: Indicate what learner actually states for each word.	
I ran up the hill.	
Sam cut his lip.	
Bob can get in.	
Total words read correctly:	

Letter and Sound/Symbol Identification Measure

STUDENT RESPONSE FORM C

m r b v c x z a s

d f g h j k l p o

i u y t n e w z a

m l p k o n j
i u

y g a s r d v c t

Word and Sentence Reading

STUDENT RESPONSE FORM C

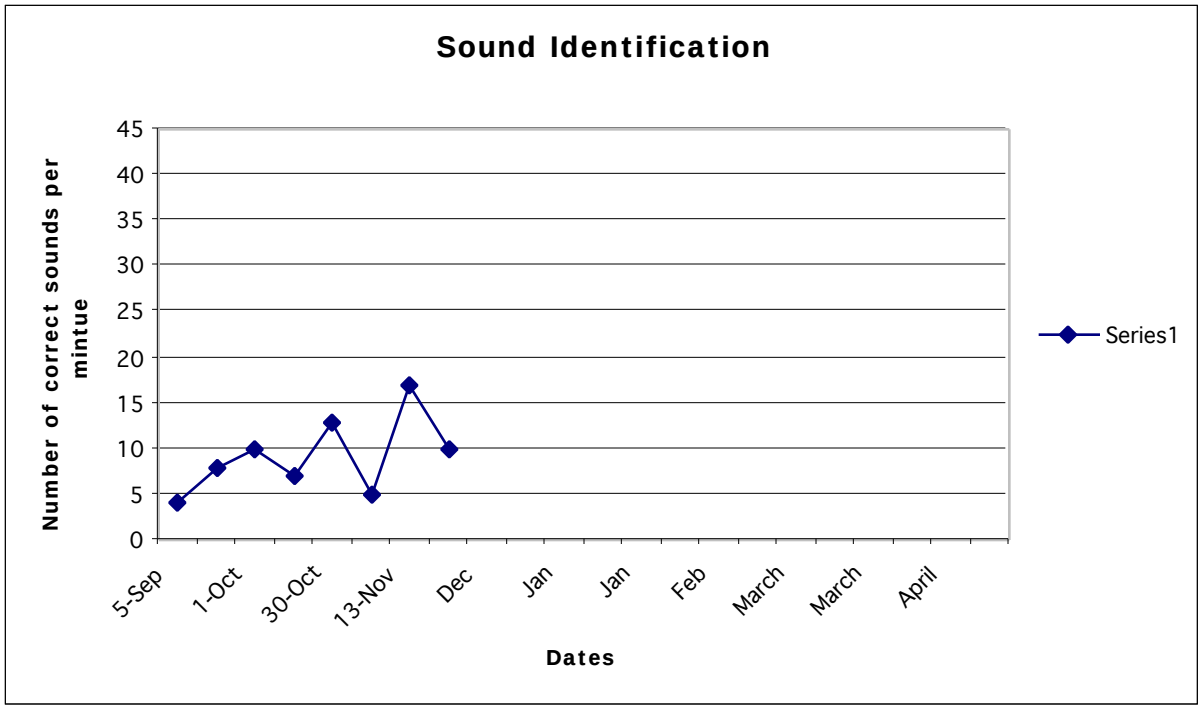
an	**rim**	**plan**	**stop**
pop	**rag**	**band**	**cop**
drop	**self**	**nun**	**him**

I ran up the hill.

Sam cut his lip.

Bob can get in.

GRAPHING RESULTS



Using Charts and Graphs

Above is an example of a chart for graphing student performance. Student performance (e.g., letters correct, sounds correct, words correct) is charted on the "Y" axis and time is charted on the "X" axis.

On the next page is a chart that allows you to analyze the errors made by the students. Either succeeding dates can be placed in the top row in the columns to the right of the word, "sound," or the names of different students who were administered the measure. In this way, the teacher can see (a) student change over time, or (b) see common errors and/or successes of students taking this measure. The teacher may use this information to help in planning reading instruction.

SOUNDS ERROR ANALYSIS

Sound							
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							

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IV. Comprehension: The Cloze Procedure

What is Measured?

Cloze is a measure of comprehension, and like all measures of comprehension, it is indirect. We are only able to infer what students comprehend. In Cloze, students read passages *silently* and fill in missing words that have been removed before the student ever sees the passage. Students' responses at the word level provide an estimate of their vocabulary, and their understanding of the passage provides an estimate of their comprehension.

Characteristics of the Cloze Procedure

As with other curriculum-based measures, the Cloze procedure can have multiple forms and is very sensitive to change. Additionally, since the passages used are representative of the students' curriculum of instruction, Cloze scores provide a reliable estimate of change in comprehension skills over time. As with the MS-PAS, the Cloze procedure can be administered individually or in groups, allowing for greater flexibility when assessing large numbers of students. Using the norms provided, teachers can also see how individual students or the whole class is performing relative to the same grade level in Trinidad and Tobago.

Research on the Cloze Procedure

The Cloze procedure has been in use since 1953 (Tindal & Marston, 1990). McKenna and Robinson (1980, p. 5) defined the procedure in the following terms: "a method of systematically deleting words from a prose selection and then evaluating the success a reader has in accurately supplying the words deleted." Since Cloze is considered a measure of comprehension, research has typically focused on on the relationship of Cloze scores to other comprehension measures. However, Tindal and Marston pointed out that there are still concerns about the Cloze. Concerns include what exactly is being measured by the Cloze, and what effects do passage differences and readers' backgrounds have on scores. These questions continue to guide research studies.

These authors also pointed out that Cloze scores are typically on the low side—"scores of 19% - 31% on a Cloze test were comparable to score of 50% to 65% on multiple-choice (MC) tests" (p. 168), and scores in the 50% range on the Cloze correspond to scores over 90% on MC tests. Given this discrepancy, Tindal and Marston (1990) recommended that the Cloze not be used with "low-performing students" (p. 169).

Reliability Evidence

Much of the actual research on the Cloze is dated (e.g., Bormuth, 1966, 1967; McKenna & Robinson, 1980). After reviewing the extant literature, Farr, Carey, and Tone (1986) concluded that high reliability and criterion validity coefficients made the Cloze a useful measure of comprehension. More recently, much of the research has focused on the *maze*, a version of the Cloze where the student chooses a response from a list of alternatives, rather than generating a response as required in the original Cloze. The use of computers has made the choice option a more attractive one than a production response, as computers can easily recognize when the correct option has been chosen.

In one recent study using the maze rather than the Cloze, Shin, Deno, and Espin (2000) examined the reliability of alternate forms over time. They argued that since "CBM involves repeated measures of student performance using alternate forms of the test" (p. 165), internal consistency and test-retest reliability estimates provide less than adequate examinations of the reliability of these measures' scores. Participants consisted of 43 second graders (25 male) attending a large urban school in the U.S. Midwest. Data were collected monthly over a 10-month period. Shin et al. found acceptable alternate-form reliability coefficients for 1-month (*Mean r* = .83), 2-month (*Mean r* = .80) and 3-month (*Mean r* = .80) intervals, data consistent with the results of previous investigators.

Validity Evidence

Tindal & Marston (1990) reported that validity coefficients between the Cloze and the

multiple-choice (MC) achievement tests were in moderate range. Correlations in the moderate range (i.e., between .3 and .7) have been reported by other researchers using the maze task (e.g., Jenkins and Jewell, 1993). In recent studies, researchers have examined the concurrent validity of the maze with oral reading fluency (ORF; Faykus & McCurdy, 1998) and the reading subtest of the California Achievement Tests (CAT; Shin et al., 2000), as well as the sensitivity of maze scores to interindividual differences in growth rates (Shin et al.).

The results from these studies have been generally positive. Faykus and McCurdy (1998) used visual analyses to assess the correspondence between scores on mazes and ORF. They found similar trends for two students during the baseline phase and for three students during the feedback phase. Shin et al. (2000) used hierarchical linear modeling to examine the relationship between growth rate on maze scores and reading performance on the CAT. They found a significant positive relationship, and reported that students who had CAT reading scores one standard deviation above the mean had higher growth rates on mazes than students who were at the mean. Both groups of researchers raised a caveat about mazes. Shin et al. found that the measure was less sensitive than ORF measures, and Faykus and McCurdy reported that ORF measures were rated as more acceptable than mazes by students.

Developing a Cloze Measure

As with the IPA, the actual passages that were used are included in a later section of this manual. However, to effectively use the measure, additional passages must be created. Teachers and education professionals who consult with teachers can develop additional Cloze measures by following a few simple rules. These rules include the following:

1. Select a representative prose passage from the curriculum of instruction (e.g., the reader that the student's class is using). Do not use poetry.
2. Keep the title and first sentence intact. These provide a context for the passage.
3. Remove every fifth (5^{th}) or seventh (7^{th}) word in the passage and replace with a blank space for writing. It is important to remember to leave large spaces for writing as the Cloze is used with students in the primary grades—Trinidad and Tobago norms are provided for Standards 1 and 2.
4. Only remove one word in each space each time.
5. It is also useful to replace all the words with spaces of the same size, as you want the student being assessed to work out the word based on information in the passage and not based on the size of the space provided.
6. Create a key of possible correct responses to assist with scoring.

Administering the Cloze

As indicated, the Cloze procedure can be given to groups and is often administered to entire classrooms. Although there is no time limit on the measure, teachers typically can ask students to stop when most students have completed the passage. In order to minimize systematic error, standard directions are used. Here is one example of standard directions that can be used when administering the Cloze.

Standard Cloze Directions

You are going to read this story silently. This story has some words missing. There are blank spaces where words are missing. When you read the story, figure out what word should go in the blank space. Write the word you think belongs in the story in the blank space. Do your best reading and try your to fill in every blank space. There is no time limit on this measure**.**

Scoring the Cloze

Scoring the Cloze is a relatively simple procedure. Responses are scored according to the number of *exact* or *semantically, grammatically, and contextually correct* word matches. In other words, students get a point for using the same word removed from the text OR another word that makes sense in the context of the sentence and passage. Words do not need to be spelled correctly to be considered correct.

This is a measure of reading comprehension, not spelling. There is a *one to one* correspondence between word and blank space. Two or more words may NOT go in one blank space.

The reported score is the number of correct words over the number possible. This score is best expressed as a percentage, representing the percent of correct matches with the passage. Using a key with the acceptable words that fit each blank in the passage is highly recommended highly. On occasion, a student will use an appropriate word that was not included in your key. In cases like these, add the word to your key and give the student the point.

An example of a key is presented below. In the key, the underlined words represent all the words that can be accepted in the space. The first word, which is italicized, is the word that was actually removed from the original passage.

Example of Passage Key Used for Scoring

Uncle Ben lives on a large farm in the country. He rears many animals there. He *rears*, grows, has, raises horses, cows, goats, sheep and pigs. *Uncle*, that Ben is always busy. He has so *much* to do, caring for his animals.

Trinidad and Tobago Normative Sample on the Cloze Procedure

The sample administered the Cloze consisted of 100 boys and 100 girls randomly selected from the Standard 1 and Standard 2 population. Cloze measures were administered to these children individually or in small groups by Guidance or Special Education officers in the first half of the first term, the middle of the second term, and the latter half of the third term. As expected, some children were not present for assessment or were otherwise not available for continued inclusion in the sample. The total participant figures in the following tables and figures reflect the missing participants. Separate norms are provided for Standards 1 and 2.

Cloze Tasks

One passage from a grade-level text was used at each time period for each of the two grades. The Standard 1 passages had 21, 19, and 34 words removed from Terms 1, 2, and 3, respectively, and the Standard 2 passages had 25, 24, and 46 words removed across the three terms. Passages and scoring keys can be found at the end of this section.

Cloze Scores in the Sample

The means for the Cloze scores are presented in Table 4.1 by time of year and grade level. For both Standards 1 and 2, there is no significant growth from Term 1 to Term 2, but there is a sizeable increase in the Standard 1 mean in Term 3, alongside an increase in the variability of the distribution. These patterns may be more apparent in Figure 1 and Figure 2.

Reliability of Cloze Scores

Cronbach alpha reliability estimates were calculated for the Cloze scores in each of the three terms (see Table 4.2). Five of the six estimates were above .90, with one set of scores—Term 2 for Standard 2—resulting in a coefficient of .89.

Validity of Cloze Scores

As students in the two grades receiving the Cloze also completed the ORF measures, concurrent validity coefficients were calculated between these two sets of scores for the three terms. As reported in the literature discussed previously, correlations were in the moderate range ($.62 \leq r \leq 74$, $Mdn\ r = .73$), indicating that the two measures share about 40 to 50% of their variance. These findings are reported in Table 4.3. Predictive validity coefficients were calculated for Term 1 Cloze scores with Term 3 ORF scores, resulting in a moderate correlation, $r\ (91) = .73$, $p < .001$.

Additionally, in the first two assessment periods, Standard 2 Cloze mean scores are higher than Standard 1 Cloze mean scores (see Figure 4.3). The lower Standard 2 scores in the third period may be related to passage difficulty.

Interpreting Cloze Scores

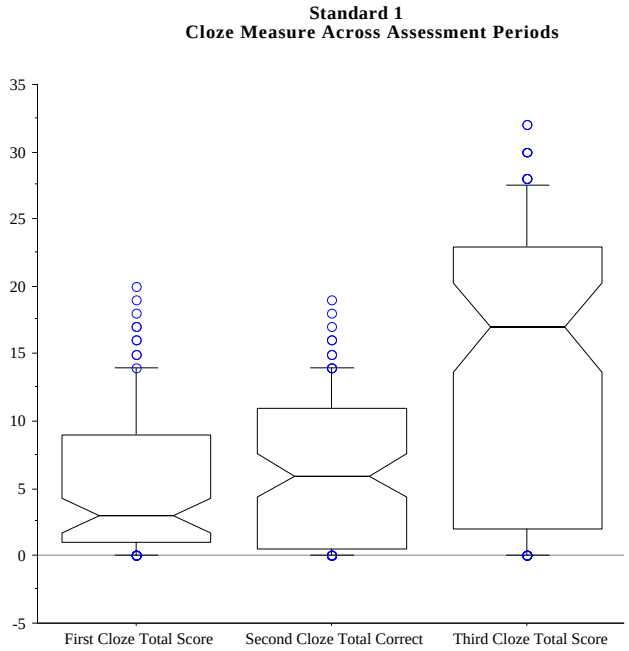
The next three tables (4.4, 4.5, & 4.6) provide percentile ranks for Cloze raw scores at the three different time periods. Even at the end of Standard 1, 10% of the students were unable to obtain a score on the Cloze.

Table 4.1

Descriptive Statistics for Cloze Scores Across Grade Level and School Year

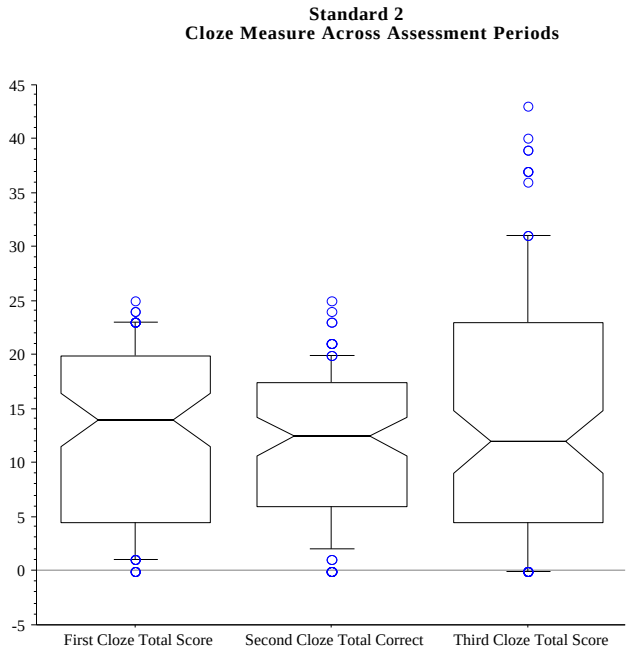
	Beginning of Year			Middle of Year			End of Year		
	N	*Mean*	*SD*	*N*	*Mean*	*SD*	*N*	*Mean*	*SD*
Standard 1	100	5.52	5.48	100	6.32	5.51	100	14.46	10.45
Standard 2	100	12.84	8.20	100	12.01	6.71	100	14.51	11.78

Figure 4.1



	Mean	Std. Dev.	Count	Minimum	Maximum
First Cloze Total Score	5.520	5.476	100	0.000	20.000
Second Cloze Total Correct	6.320	5.508	100	0.000	19.000
Third Cloze Total Score	14.460	10.450	100	0.000	32.000

Figure 4.2



	Mean	Std. Dev.	Count	Minimum	Maximum
First Cloze Total Score	12.840	8.204	100	0.000	25.000
Second Cloze Total Correct	12.010	6.714	100	0.000	25.000
Third Cloze Total Score	14.510	11.780	100	0.000	43.000

Table 4.2

Coefficient Alphas for Cloze Scores

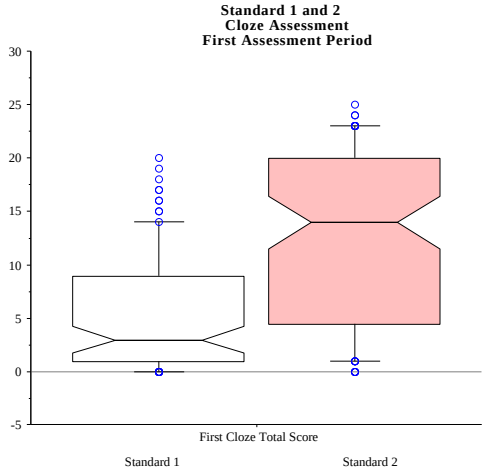
	Beginning of Year	Middle of Year	End of Year
Standard 1	.91	.92	.95
Standard 2	.95	.89	.95

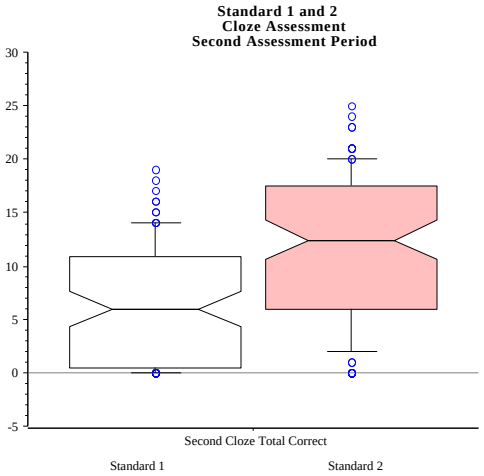
Table 4.3

Concurrent Correlations Between Cloze Scores and Oral Reading Fluency Scores

	Standard 1	Standard 2
Beginning of the Year	.73	.73
Middle of the Year	.68	.72
End of the Year	.62	.74

Figure 4.3


Standard 1 and 2
Cloze Assessment
First Assessment Period
30
25
20
15
10
5
0
-5
First Cloze Total Score
Standard 1
Standard 2


Standard 1 and 2
Cloze Assessment
Second Assessment Period
30
25
20
15
10
5
0
-5
Second Cloze Total Correct
Standard 1
Standard 2

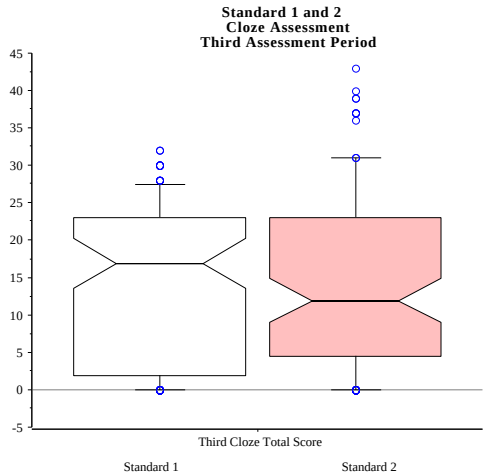

Standard 1 and 2
Cloze Assessment
Third Assessment Period
45
40
35
30
25
20
15
10
5
0
-5
Third Cloze Total Score
Standard 1
Standard 2

Table 4.4

Beginning of Year Raw Score to Percentile Conversions for Cloze Scores

Percentile	Standard 1	Standard 2
5	0	1
10	0	1
25	1	5
50	4	14
75	9	20
90	14	23
95	17	23

Table 4.5

Middle of Year Raw Score to Percentile Conversions for Cloze Scores

Percentile	Standard 1	Standard 2
5	0	1
10	0	4
25	1	7
50	6	13
75	11	18
90	14	20
95	16	21

Table 4.6

End of Year Raw Score to Percentile Conversions for Cloze Scores

Percentile	Standard 1	Standard 2
5	0	2
10	0	4
25	8	7
50	19	16
75	23	25
90	28	34
95	30	38

Name _____ Date _____ Grade_____
School _____ Age _____ Gender _____
Score _____ Standard 1

The Little Fish

There was once a little fish. This little fish lived in the _ _____ open sea. He was a very _____fish. He wanted to be big.

_____always said: “If only I was _____. I would be very happy. I _____ like being small.”

One day he _____ swimming along with other fishes. There _____ large fishes and some small ones. __ _____ was the smallest fish of _____. Suddenly, a large net fell over _____.

Many of the large fishes got _____in the large net. They tried _____get away, but they could not. _____were all trapped. They were not _____to get out of the net.

_____little fish was able to slip _____of the net. The other fishes _____unable to do so. They were _____big to get away. They were _____.

The little fish was very happy _____be alive. He said, “ I am _____happy to be alive.” He never wanted to be big again.

Cloze Key for Beginning of Year Passage

Standard 1

The Little Fish

There was once a little fish. This little fish lived in the **big, wide,** open sea. He was a very **unhappy, good, small, little,** fish. He wanted to be big.

He always said: "If only I was **big.** I would be very happy. I **don't** like being small."

One day he **was** swimming along with other fishes. There **were** large fishes and some small ones. **He, Fish, This,** was the smallest fish of **all.** Suddenly, a large net fell over **them, him.**

Many of the large fishes got **trapped, caught, stuck** in the large net. They tried **to** get away, but they could not. **They** were all trapped. They were not **able** to get out of the net.

The, One, A little fish was able to slip **out** of the net. The other fishes **were** unable to do so. They were **too** big to get away. They were **trapped, sad, fat, unhappy.**

The little fish was very happy **to** be alive. He said, " I am **so, very** happy to be alive." He never wanted to be big again.

Name _____ Date _____ Grade
School _____ Age _____ Gender _____
Score _____ Standard 1

The Lady and Her Three Sons

Once, there was a poor lady who lived with her children. They lived in a _____ village. Her husband was dead. She _____to work the sugar-cane estate to _____ care of her family.

This _____had three sons. The names she _____ to her sons were very funny. The _____boy was called Big Eye. The second _____called Thin Foot. The eldest was _____Broad Mouth.

One morning, the _____sent Big Eye to the shop. She _____him to buy one pack _____biscuits and a piece of saltfish. _____she planned to use for breakfast. Big _____took the money given to him _____his mother and went to the_____. He got the items from the _____but said that the piece of _____was too small. The other _____heard him and they all laughed. They _____he wanted more, because his name was Big Eye.

He was so angry, he said he would not leave, until the shopkeeper gave him a bigger piece of saltfish.

Cloze Key for Middle of Year Passage

Standard 1

The Lady and Her Three Sons

Once, there was a poor lady who lived with her children. They lived in a **small, big, cute, tiny, hillside, huge, little, old, poor,** village. Her husband was dead. She **had, chose, went, decided, has, was, is, goes, wanted, planned** to work the sugar-cane estate to **take, keep, help** care of her family.

This **lady, woman, person, mother, family, wife** had three sons. The names she **gave, spoke,** to her sons were very funny. The **youngest, first, last, oldest, one, smallest, biggest, small, middle, little, fat, big** boy was called Big Eye. The second **was, she** called Thin Foot. The eldest was **called, named, Big** Broad Mouth.

One morning, the **lady, mother, mummy, woman,** sent Big Eye to the shop. She **sent, told, asked, wanted** him to buy one pack **of** biscuits and a piece of saltfish. **This, That, Which** she planned to use for breakfast. Big **Eye, son, kid, child,** took the money given to him **by, from** his mother and went to the **shop, store, market**. He got the items from the **shopkeeper, grocer, store, shop, seller, cashier, man** but said the piece of **saltfish, fish** was too small. The other **shoppers, people, patrons, children, boys, buyers, men, women, sons** heard him and they all laughed. They **said, knew, thought, felt, decided** he wanted more, because his name was Big Eye.

He was so angry, he said he would not leave, until the shopkeeper gave him a bigger piece of saltfish.

Name _____ Date _____ Grade_____
School _____ Age _____ Gender _____
Score _____ Standard 1

The Dog and the Bone

Once upon a time, a dog stole a bone and ran away with it. Soon, he came to a_____. There was a wooden bridge _____the river. The dog began to _____the wooden bridge.

When he was _____across, he stopped. He looked down _____the water. There he saw _____dog in the clear water. This _____also carried a bone.

He _____to himself that he must _____ the other dog's bone too! _____snapped at the dog he _ _____. He hoped to rob the dog _____its bone.

As he opened his _____to snap, out fell _____ bone. It fell into the _____below. It sank down to the _____bed. The river bed is the _____of the river. It was _____then that the greedy dog _____to know the truth.

There was _____other dog with a bone. _____mistook his reflection for another_____. The water was like a mirror. _____was seeing himself all along in the_____ _____. There was no other dog _____a bone, in the water. The greedy _____face grew sad as he _____the bone sink.

Tears fell _____his eyes. He cried and _____. Greediness had made him lose _____bone. He walked away very_____ _____. This means he was very_____.

That day, he learnt a_____. It is not wise to _____ _____greedy. You could end up losing all that you have. We, too, can learn from this lesson.

Cloze Key for End of Year Passage

Standard 1

The Dog and the Bone

Once upon a time, a dog stole a bone and ran away with it. Soon, he came to a **river, stream**. There was a wooden bridge **across, spanning, crossing, over** the river. The dog began to **cross, walk** the wooden bridge

When he was **walking, running, going, halfway, almost, part-way** across, he stopped. He looked down **into, in, at** the water. There he saw **another, a** dog in the clear water. This **dog** also carried a bone.

He **said, thought, whispered** to himself that he must **have, take, eat, get** the other dog's bone too! **He, Dog** snapped at the dog he **saw**. He hoped to rob the dog **of** its bone.

As he opened his **mouth, jaws** to snap, out fell **his, the** bone. It fell into the **river, water, stream** below. It sank down to the **river** bed. The river bed is the **bottom, floor** of the river. It was **right, about, only** then that the greedy dog **came, was, began** to know the truth.

There was **no** other dog with a bone. **He, Dog** mistook his reflection for another **dog**. The water was like a mirror. **He, Dog** was seeing himself all along in the **water, river.** There was no other dog **with, or, carrying** a bone, in the water. The greedy **dog's** face grew sad as he **saw, watched** the bone sink.

Tears fell **from, out** his eyes. He cried and **cried, whimpered, sulked**. Greediness had made him lose **his, the, a** bone. He walked away very **unhappily, sadly, upset, depressed**. This means he was very **sorry, sad, upset, unhappy, angry**.

That day, he learnt a **lesson**. It is not wise to **be** greedy. You could end up losing all that you have. We, too, can learn from this lesson.

Name _____ Date _____ Grade_____
School _____ Age _____ Gender _____
Score _____ Standard 2

Indrani goes shopping

Indrani and her mother go shopping. They go to shop in town. _____ ____ will buy a few things.

Indrani _____ going to town for the first_____. She stares at everyone she sees. _____ does not laugh. She sees a _____ ____ strong man. He looks rough and _____. Indrani stares at the rough _____ tough looking man. She stares at him _____ ____ after she passes him. Mummy tells _____ she must not stare at people.

"_____ is not good to stare at _____," says Indrani's mother.

Soon Indrani and _____ mummy are in a store. Mummy ____ _____ two dresses in the store. She buys _____for Indrani and one for _____.

Indrani's mother has enough money to _____ two dresses. Indrani likes the dress _____ got. It is a pretty dress.

Next _____ and her mother go into a _____. Mother buys two books for Indrani. _____ loves to read. Indrani cannot wait _____ get home to read her books. Indrani _____ her mother leave the bookstore.

They _____ into a shop that sells ice-cream. _____ each have an ice-cream. After having _____ ice-cream they leave for home. They see the rough and tough man on their way home.

Cloze Key for Beginning of Year Passage

Standard 2

Indrani Goes Shopping

Indrani and her mother go shopping. They go to shop in town. **They, Mother, Indrani, And** will buy a few things.

Indrani **is, likes, was** going to town for the first **time**. She stares at everyone she sees. She, Mother, Indrani, does not laugh. She sees a **big, very** strong man. He looks rough **and tough, strong, funny, etc.** Indrani stares at the rough **and, strong, looking** tough looking man. She stares at him **even, and, carefully, then, long, a lot, until** after she passes him. Mummy tells **Indrani, her** she must not stare at people.

"**It, That,** is not good to stare at **people, him, others**," says Indrani's mother. Soon Indrani and **her, Indrani's** mummy are in a store. Mummy **buys, takes, bought, wants** two dresses in the store. She buys **one** for Indrani and one for **herself.**

Indrani's mother has enough money to **buy, take** two dresses. Indrani likes the dress **she, mummy** got. It is a pretty dress.

Next **Indrani, she** and her mother go into a **bookstore, store, mall.** Mother buys two books for Indrani. **Indrani, she, mummy, mother** loves to read. Indrani cannot wait **to** get home to read her books. Indrani **and** her mother leave the bookstore.

They **go, went, stopped** into a shop that sells ice-cream. **They** each have an ice-cream. After having **the, an, some, their, (specific flavor)** ice-cream they leave for home. They see the rough and tough man on their way home.

Name _____ Date _____ Grade_____
School _____ Age _____ Gender _____
Score _____ Standard 2

Uncle Ben's Animal Farm

Uncle Ben lives on a large farm in the country. He rears many animals there. He _____horses, cows, goats, sheep and pigs. _____ ___Ben is always busy. He has so _____to do, caring for his animals.

_____ August, Uncle Ben looks forward to _____Marsha. Marsha is his little eight-_____ -old niece from the city. She _____to visit Uncle Ben on his _____farm. She is especially thrilled with the_____. She knows that living on a farm is so different from living in the_____.

Today Marsha arrives at the farm. _____is very happy and whistles a _____tune. Uncle Ben knows that whistle _____well. He runs out to the _____and greets her. He hugs her very ____ _____and welcomes her to his home. Also _____to greet her are Puss, Mopsy _____Tipsy. Puss is Uncle _____ pet cat. Mopsy and Tipsy are _____two dogs. Marsha loves to pay ___ _____these animals. They have a great _____of fun together.

Polly, the parrot, _____Marsha loudly. "Welcome, Marsha!" squawks Polly.

"_____you," replies Marsha.

Polly squawks again_____, "Old man making bake and buljol, to wash down with hot cocoa." Marsha laughs.

Cloze Key for Middle of Year Passage

Standard 2

Uncle Ben's Animal Farm

Uncle Ben lives on a large farm in the country. He rears many animals there. He **rears, minds, grows, raises, has, keeps** horses, cows, goats, sheep and pigs. **Uncle, That Ben** is always busy. He has so **much** to do, caring for his animals.

Every, In, Each, This, During August, Uncle Ben looks forward to **seeing, having, visiting** Marsha. Marsha is his little eight-**year**-old niece from the city. She **likes, loves, wants, gets, comes, came, is, goes** to visit Uncle Ben on his **large, big, country, beautiful, wonderful, lovely, busy, fun, animal, own** farm. She is especially thrilled with the **animals, people, livestock, cats, horses (name of any particular farm animal).** She knows that living on a farm is so different from living in the **city, town, village.**

Today Marsha arrives at the farm. **She, Ben, Marsha** is very happy and whistles a **merry, happy, funny, lovely, good, beautiful, nice, great, sweet, musical, different** tune. Uncle Ben knows that whistle **very, quite, so, as, pretty, too** well. He runs out to the **gate, street, road, car, fence, front, door, house** and greets her. He hugs her very **warmly, big, hard, lovingly, happily, tightly, tight** and welcomes her to his home. Also **ready, there, prepared, set, glad, happy, running, coming** are Puss, Mopsy, **and, with** Tipsy. Puss is Uncle **Ben's** pet cat. Mopsy and Tipsy are **his, Ben's, the, their,** two dogs. Marsha loves to play **with, among, by, beside** these animals. They have a great **deal, lot, day, amount** of fun together.

Polly, the parrot, **greets, welcomes, scares, calls,** Marsha loudly. "Welcome, Marsha!" squawks Polly.

"**Thank, Bless, Hello** you," replies Marsha.

Polly squawks again **loudly, happily, noisily, nicely,** saying, "Old man making bake and buljol, to wash down with hot cocoa." Marsha laughs.

Name _____ Date _____ Grade_____. Score_____
School _____ Age _____ Gender _____. Standard 2

The Jackal and the Camel

There was once a jackal that lived near a river. As you may know, a _____is a wild dog. His favourite _____was the crabs living _____the riverbank. One day, he _____looking across the river. There, _____the bank, far on the ____ _____side, some crabs lay _____the sun on the sand.

"Oh," _____the jackal, "if I could _____swim, how good those crabs would_____! I wish I had a _____to get across the river."

The _____thought and thought. Then he _____a camel in the distance. He _____up to him.

"Good morning, _____," said the jackal to the_____. "Are you hungry? I know a place _____the sugar cane is sweeter _____anywhere else."

The camel thought immediately of _____on some juicy sugar cane _____.

"Where? Where?" the camel asked. "_____me and I will go _____ _____at once."

"I could take _____to the place," said the _____, "but it is across the river, and _____cannot swim."

The camel, eager to _____the cane stems, said, "Oh, that's _____ _____right. Get upon my back and _____will take you across. Just _____ _____me where the sugar cane_____."

"Certainly," said the jackal.

"Jump _____quickly," said the camel," it _____ me hungry just to think of _____cane."

So the jackal jumped _____the camel's back. The camel waded _____ _____the river, with the jackal _____high on its hump. The jackal _____ _____not get the least bit _____, for he simply hated being _____ _____water.

Once across the river, the camel _____off to the sugar cane_____. Meanwhile, the jackal gobbled up _____the crabs that lay on the_____. He ate till he was _____and then thought it was _____to go home. So he _____up to the camel.

The camel asked, "have you finished eating your crabs already?"

Cloze Key for End of Year Passage

Standard 2

The Jackal and the Camel

There was once a jackal that lived near a river. As you may know, a **jackal** is a wild dog. His favourite **food, treat, snack, lunch, meal** was the crabs living **on, near, in** the riverbank. One day, he **was** looking across the river. There, **on, by, near** the bank, far on the **other, opposite** side, some crabs lay **in, under, enjoying** the sun on the sand.

"Oh," **said, sighed, shouted, cried** the jackal, "if I could **only, just, really** swim, how good those crabs would **be, taste**! I wish I had a **log, raft, boat, way** to get across the river."

The **jackal** thought and thought. Then he **saw, spotted** a camel in the distance. He **walked, ran, went, came** up to him.

"Good morning, **Camel, sir, friend, Mr. Camel, there**," said the jackal to the **camel, animal**. "Are you hungry? I know a place **where** the sugar cane is sweeter **than** anywhere else."

The camel thought immediately of **chewing, gnawing, feeding, sucking, feasting** on some juicy sugar cane **stems, pieces**.

"Where? Where?" the camel asked. "**Tell, Show, Help** me and I will go **there** at once."

"I could take **you** to the place," said the **jackal**, "but it is across the river, and **I, Jackals** cannot swim."

The camel eager to **eat, chew, get, reach** the cane stems, said, "Oh, that's **all, so** right. Get upon my back and **I** will take you across. Just **tell, show, take** me where the sugar cane **is, grows**."

"Certainly," said the jackal.

"Jump **up, on** quickly," said the camel, "it **makes, gets** me hungry just to think of **sugar, the, some** cane."

So the jackal jumped **on, upon** the camel's back. The camel waded **across, in, through, over, up** the river, with the jackal **up, very, sitting** high on its hump. The jackal **would, did, does** not get the least bit **wet**, for he simply hated being **in, under** water.

Once across the river, the camel **went, was, set, took, wandered** off to the sugar cane **field, place, stems, bunch, immediately, patch**. Meanwhile, the jackal gobbled up **all** the crabs that lay on the **bank, shore, sand, ground**. He ate till he was **full, stuffed, sick, tired, finished** and then thought it was **time** to go home. So he **walked, ran** up to the camel.

The camel asked, "have you finished eating your crabs already?

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V. Decoding and Comprehension: Oral Reading Fluency

What is Measured?

Oral Reading Fluency (ORF) is a measure of the number of words a student reads correctly in one minute, and is probably one of the most frequently used of the curriculum-based measures. ORF tasks measure both reading rate and reading accuracy. In fact, Fuchs, Fuchs, Hosp, and Jenkins (2001, p. 239) defined ORF as " the oral translation of text with speed and accuracy." Like the Cloze, ORF is used as a measure of reading comprehension, based on the principle that people do not read faster than they can comprehend what they are reading.

Hasbrouck and Tindal (1992) reminded us that both reading rate and accuracy are important since problems in either domain signal different reading concerns. They noted that if we only consider rate, we judge a student who reads 120 words per minute without error as similar to a student who reads 120 words a minute with numerous errors. Similarly, when we only consider accuracy, we will give the same scores to two students who both read a passage with four errors, even though one read the passage in 40 seconds and the other took five minutes to complete the same text. ORF combines both rate and accuracy information into one easily administered measure.

Characteristics of ORF

ORF has the same benefits of other curriculum-based measures as articulated in previous sections. It can have multiple forms and is very sensitive to change. It uses passages that are representative of the students' curriculum of instruction and provides a reliable estimate of change in comprehension skills over time. Unlike the Cloze, ORF is an individually administered measure. One criticism that has been leveled at ORF is the lack of large-scale norms (Hasbrouck & Tindal, 1992), and most of the normative information on ORF in the U.S. is based on geographically limited samples.

The Trinidad and Tobago ORF sample represents the country geographically and demographically, and is the largest sample used for academic measures in this norming exercise. After a brief overview of the psychometric properties of this measure, we provide norms that can be used when working with students, teachers, and parents around students' reading difficulties.

Research on ORF

Although ORF has considerable empirical support, one research finding has emerged with tremendous consistency: "the typical developmental trajectory of oral reading fluency involves greatest growth in the primary grades, with a negatively accelerating curve through the intermediate grades and perhaps into junior high school" (Fuchs et al., 2001, p. 240). In other words, the relationship between oral reading fluency and comprehension is stronger in the earlier grades (e.g., Jenkins & Jewell, 1993). This finding is one of the reasons why the local norms only extend to Standard 5.

Validity of ORF Scores

Given the extensive history of ORF measures in the reading literature and its endorsement by many of the experts in the field, much of the current research on ORF is focused on its predictive validity and utility, rather than its reliability or content validity.

Stage and Jacobsen (2001) examined the diagnostic efficiency of ORF scores with regard to reading scores on the Washington [state] Assessment of Student Learning (WASL), a mandatory assessment for students in grades 4, 7, and 10. They were particularly concerned with the sensitivity of ORF scores (i.e., the percentage of students below the ORF cut-score who fail the WASL, the specificity of ORF scores (i.e., the percentage of students above the cut-score who pass the WASL), the positive and negative predictive power of the ORF with regard to passing or failing the WASL, and the overall accuracy of ORF scores in predicting to the WASL. These researchers reported that September ORF scores of 4th grade students "increased the predictive power of failure and success on the WASL reading assessment by 30% over base rate levels" (Stage & Jacobsen, p. 415), and concluded that ORF provides the means to inform teachers in advance of students

who are at-risk for failing that exam. Interestingly, ORF scores from September were better predictors than the increase in ORF scores across the 4th grade year.

In another study examining growth rates, Deno, Fuchs, Marston, and Shin (2001) found that growth rates for learning words during reading instruction are steepest in grades 1 and 2—approximately equivalent to Infant 2 and Standard 1. Moreover, students in regular education classrooms were learning two words a week on average whereas students in special education settings never learned as much as one word per week.

These studies highlight the clinical utility of measures like the ORF and suggest directions for researchers in Trinidad and Tobago to pursue. Longitudinal follow-up of the normative sample will be useful in helping to establish cut scores for the Secondary Entrance Assessment and other high stakes tests in this system. Although these findings are recent and there is much we do not yet understand, they highlight the importance of students leaving the Infant 1 year with the phonemic awareness and letter knowledge skills that will allow them to learn to read. Additionally, Trinidad and Tobago does not have a special education system akin to the U.S. Consequently, the majority of students who would be in special education classrooms in the United States are in the regular education classrooms, making the classroom teachers' task a more challenging one.

Trinidad and Tobago Normative Sample on the ORF

The ORF sample consisted of 300 boys and 300 girls randomly selected from the Infant 1 through Standard 5 population. ORF measures were administered to participants individually by Guidance or Special Education officers in the first half of the first term, the middle of the second term, and latter half of the third term. As expected, some children were not present for assessment or were otherwise not available for continued inclusion in the sample. The total participant figures in the following tables and figures reflect the missing participants. Separate percentiles are provided for all six grade levels in which the ORF was administered.

Norming Criteria

Two passages were selected from grade-level local reading texts for each of the three time periods. Participants were administered the two local passages and one American passage, and the passages were counterbalanced to control for order effects (the order of each passage administration changed for each student). Local norms are based on the mean score of the two local passages. The American passage will allow validity studies to be conducted at a subsequent date. Students who were not administered one of the two local passages were assigned the score of the passage that they completed. Students who were only administered the American passage were not included in analyses; however, oversampling and the use of one local score in a few instances resulted in the appropriate sample size of 50 males and females at each grade level.

ORF Scores in the Sample

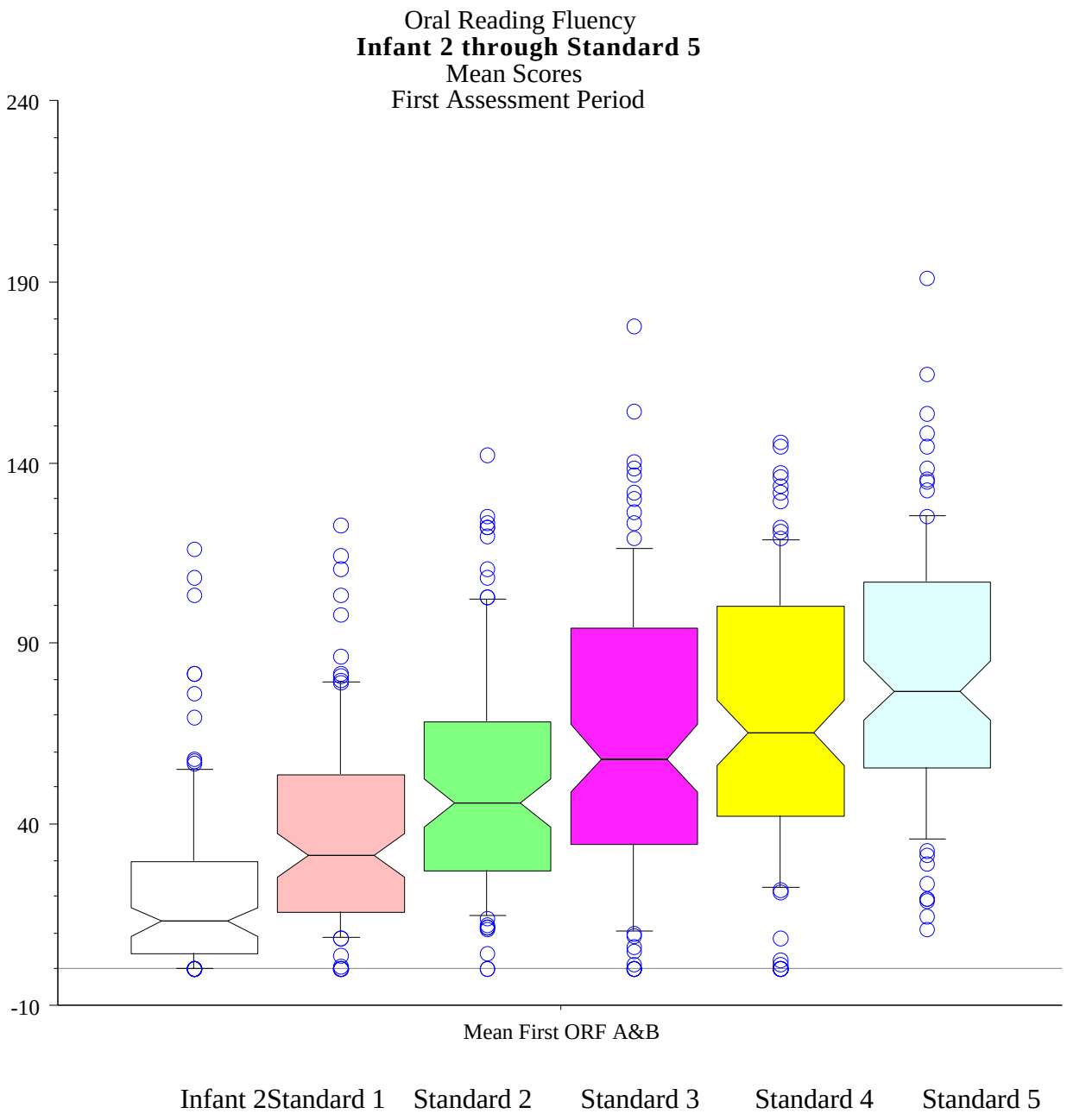
The means for the ORF scores are presented in the three box plots that make up Figure 5.1. Although scores increase fairly consistently across the grades, the differences between grade levels become smaller as the grades increase, reflecting the negatively accelerating curve mentioned by Fuchs et al. (2001). This pattern is also evident in the percentiles reported in Tables 5.1, 5.2, and 5.3.

Given the nature of ORF data, it was not possible to calculate reliability estimates for the scores, but the correlations between ORF and other curriculum-based measures reported in the previous sections, as well as the pattern of results evident in the box plots, indicate that the scores are functioning in the expected manner.

Interpreting ORF Scores

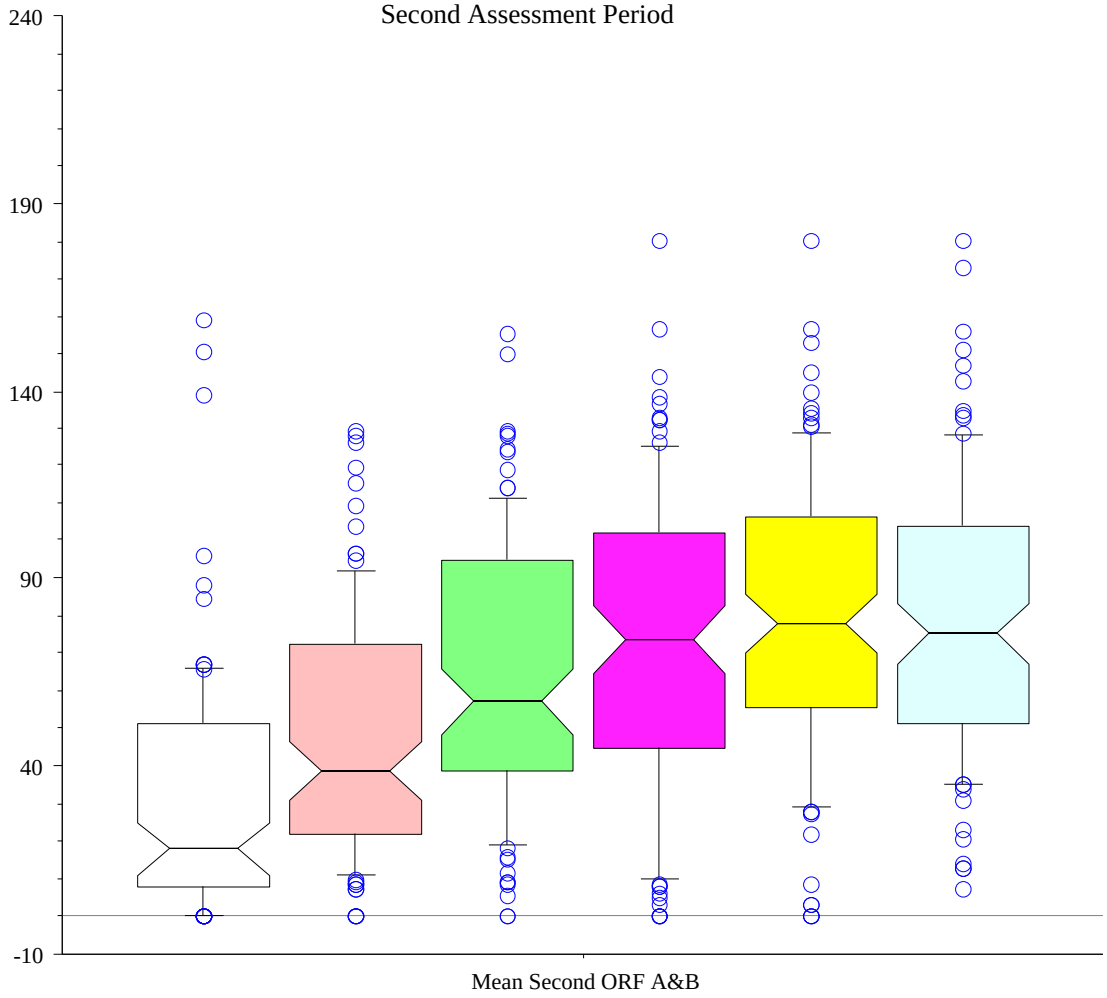
The percentile ranks in the tables provide normative estimates for students' oral reading fluency for each of the three terms in the academic year. These scores can be used as benchmarks for student performance. As stated previously, it will also be important to begin to collect ORF data regularly and compare students' ORF scores with their performance on national assessments, including the secondary entrance examination. Only these types of comparisons will yield predictive data.

Figure 5.1



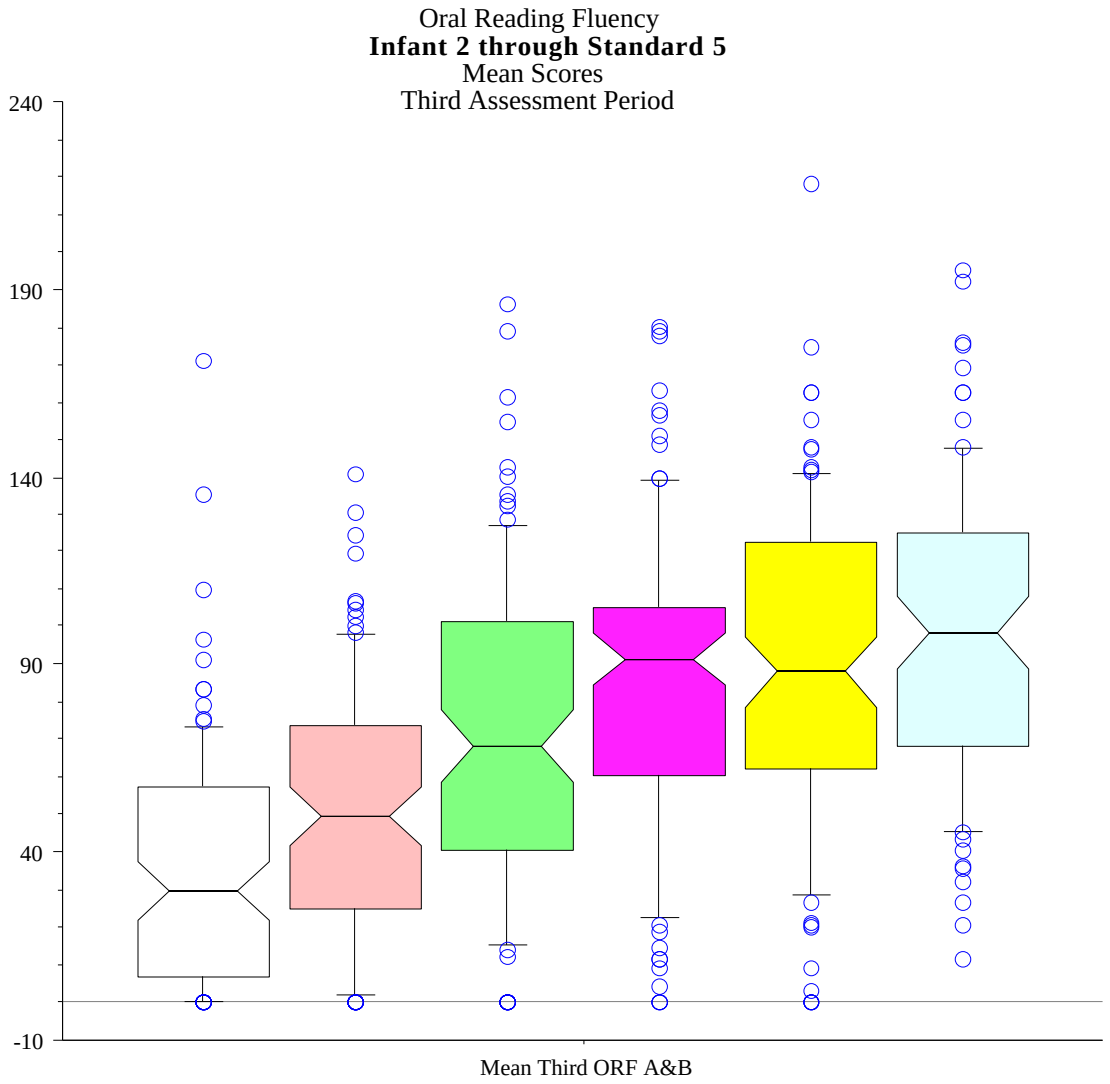
	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
Mean First ORF A&B, T…	54.275	38.930	1.591	599	0.000	191.000	49.500
Mean First ORF A&B, 2.00	21.325	24.962	2.496	100	0.000	116.500	13.500
Mean First ORF A&B, 3.00	37.965	28.023	2.802	100	0.000	123.000	31.500
Mean First ORF A&B, 4.00	53.245	32.879	3.288	100	0.000	142.000	46.250
Mean First ORF A&B, 5.00	63.800	40.779	4.078	100	0.000	178.000	58.500
Mean First ORF A&B, 6.00	69.615	37.014	3.701	100	0.000	145.500	65.500
Mean First ORF A&B, 7.00	79.955	35.915	3.610	99	11.000	191.000	77.000

Oral Reading Fluency
Infant 2 through Standard 5
Mean Scores
Second Assessment Period



Infant 2Standard 1 Standard 2 Standard 3 Standard 4 Standard 5

	Mean	Std. Dev.	Std. Error	Co…	Minimum	Maximum	Median
Mean Second ORF A&B, T…	62.003	40.202	1.645	597	0.000	180.500	59.000
Mean Second ORF A&B, 2.00	30.155	32.231	3.223	100	0.000	159.000	18.250
Mean Second ORF A&B, 3.00	46.970	32.058	3.206	100	0.000	129.500	39.000
Mean Second ORF A&B, 4.00	63.525	36.258	3.626	100	0.000	155.500	57.500
Mean Second ORF A&B, 5.00	73.015	40.997	4.100	100	0.000	180.000	73.750
Mean Second ORF A&B, 6.00	78.950	37.502	3.750	100	0.000	180.500	78.000
Mean Second ORF A&B, 7.00	79.938	36.313	3.687	97	7.500	180.500	75.500



Infant 2Standard 1 Standard 2 Standard 3 Standard 4 Standard 5

	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
Mean Third ORF A&B, T…	71.289	44.942	1.853	588	0.000	218.500	68.500
Mean Third ORF A&B, 2.00	35.060	32.401	3.240	100	0.000	171.000	29.750
Mean Third ORF A&B, 3.00	51.130	34.223	3.422	100	0.000	141.000	49.750
Mean Third ORF A&B, 4.00	71.895	42.546	4.255	100	0.000	186.500	68.500
Mean Third ORF A&B, 5.00	85.090	42.342	4.234	100	0.000	180.000	91.500
Mean Third ORF A&B, 6.00	89.545	43.252	4.325	100	0.000	218.500	88.250
Mean Third ORF A&B, 7.00	98.250	39.477	4.208	88	11.500	195.500	98.750

Table 5.1

Beginning of Year Raw Score to Percentile Conversions for ORF Scores

Percentile	Infant 2	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
5	3	9	12	10	27	23
10	7	11	17	15	40	36
25	12	22	30	40	51	57
50	20	32	51	62	73	77
75	39	56	72	100	104	108
90	63	80	103	122	121	127
95	86	100	122	137	135	145

Table 5.2

Middle of Year Raw Score to Percentile Conversions for ORF Scores

Percentile	Infant 2	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
5	0	8	15	8	27	20
10	5	14	20	22	39	35
25	11	23	42	49	57	52
50	22	40	62	75	80	76
75	57	73	96	106	107	104
90	67	95	115	127	131	130
95	93	116	129	137	140	148

Table 5.3

End of Year Raw Score to Percentile Conversions for ORF Scores

Percentile	Infant 2	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
5	4	13	21	18	26	34
10	7	17	30	31	45	46
25	17	29	50	63	69	69
50	39	55	73	94	91	101
75	61	78	104	106	124	126
90	77	100	131	140	142	150
95	95	112	147	159	157	173

Developing an ORF Measure

Unlike many of the other curriculum-based measures, ORF measures are taken directly from the students' current and previous readers. Other classroom reading materials that are written in prose (e.g., social sciences) may also be used. To minimize distractions, it is recommended that the passage be typed on a separate sheet of paper. This presentation removes context cues and other stimuli that can potentially distract a student and lower their score unfairly. Once the passage is ready, you allow the student to read for one minute.

The next few pages contain some sample directions and a scoring procedure that highlights which errors are counted and which are not included in the count of words read correctly per minute. To facilitate scoring, one can also develop an administrator passage with a cumulative count of words in each line printed down the right hand side. However, this is a convenience and is not *necessary* for administering the ORF measure.

Six passages were used with each grade level across the three time periods. These passages are included in Appendix A in this manual, and can be used in conjunction with other passages that you may choose. The passages presented include both the passage for the student and a prepared passage for the administrator, complete with a cumulative count of words down the right side. In Appendix B are a series of additional box-plots on the IPA and ORF. These plots may be useful in understanding the distributions of students' scores, as they present in visual form what the tables of means and percentiles do numerically. Appendix C has a list of the reading texts from which passages were drawn for the Cloze and ORF norming.

Conclusion

This manual is the emblem of a project that began five years ago in December of 1997. Some of you have been involved with the project from the beginning and some are more recent additions to the team. Nonetheless, this manual and its two companions—*Secondary Assessment Tools* and *Behavioral Assessments for Elementary Schools*—represent *your* work in tangible form. The task was often difficult and the outcome was not easily envisioned. However, you now have the manuals.

While the manuals, themselves, are a tangible sign of official end of this project, they are also a beginning. The current manuals focus on reading and on behavior. These tools may help you help teachers devise effective interventions to improve reading and behavior over time. However, many students also have difficulties in mathematics and in writing. Nor were we able to extend the LBS and the ASCA to the secondary school population. And so another journey begins when one ends.

It is our hope that in short order, the manuals will lose their new lustre and get dog-eared and battered. They were designed to be your working companions as you travel to schools throughout Trinidad and Tobago. Thus, a battered manual is our ultimate reward, since the battering suggests that the manual is being used often. Finally, as Tennyson once said, "'Tis not too late to seek a newer world."

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ORF Error Markings

As you listen to students read for <u>one minute</u>, indicate reading errors using the following symbols:

think ~~thick~~	**misidentification** (students decodes word incorrectly). Slash word and if possible, write word student said.
she had smiled	**omission** (student leaves out word or words). Circle word(s) omitted
H ~~left~~	**hesitation** (student doesn't decode word within 3 sec.) Tell student word and mark H over the word.
mom ~~mother~~	**word substitution** (student uses word or similar meaning). Slash word and write word substituted.
saw he said	**reversal** (student says "was" for "saw" or "said he" for "he said"). Mark transposed part with a loop.
SC ~~dog~~	**self-correct** (student says dot, then self-corrects and says dog). Write SC or C over the word.
very he was sad ^	**insertion** (student adds word). Mark a carrot and write in word added.
Mom said to go there yesterday	**repetition** (student repeats word or phrase more than once). Underline word or phrase repeated with wavy line.

Recording Results:

Time each story for one minute with a stop watch. Count the number of words the student read. Also count the number of errors the student made in the one minute.

<u>DO NOT include self-corrects ,insertions, or repetitions in the error count although this information is important to record on the stories</u>.

Directions for Administering an Oral Reading Fluency Measure

This reading measure must be administered to students individually. The student should receive the unnumbered set of reading materials after you have stated the directions.

- Follow along on the copy of the passage, **marking the words** that are read incorrectly. This is a 1 minute timed reading.

Say to the student: ***"You are going to read this story titled [_____] out loud. This story is about [_____]. Read this story until I say stop and show me your best reading."***
"When I say 'start,' begin reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING)***. Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Are there any questions?"***

Say ***"start"*** or ***"begin"*** and start your stopwatch.

If a student comes to the end of a passage before the time is up, point to the beginning of the passage and say to the student, ***"Start again."***

After one minute, say, ***"stop,"*** and place a bracket ( ]) after the last word read. Then say to the student, "***Thank you for reading."***

Record scores at the top of the administrator copy.

APPENDIX A

ORF PASSAGES USED IN NORMING

The following passages were used in the norming of Oral Reading Fluency in the first term. There are two passages at each grade level and they are presented in grade level order from Infant 2/Second Year to Standard 5, for each of the three terms. The names and sources of the passages are presented in the table below.

Name _____ Date _____ Grade_____

School_____Teacher _____ Administrator_____

Student age ___ Student Gender ____ **Score Words Read Correctly**_____

Infant 2

Ria and the Spooky House

There was once an old lady. She lived alone in an old house. 13
She had one pet a thin black cat. Ria and the children around were 27
scared of the old lady. Ria's friends were also scared of the house. 40
They said that the house was spooky. Ria was not at all scared of the 55
house. One day Ria looked on as the old lady walked slowly down 68
the road. 70

"Today I will find out what's in that house," Ria said to 82
herself. She walked towards the house. Ria stood outside the house 93
and looked in. She saw a pot of marbles. The thin black cat was near 108
to the pot of marbles. 113

Ria looked at the thin black cat. She looked at the pot of 126
marbles. 127

"Can the old lady be playing marbles with the cat?" Ria asked 139
herself. 140

No!" she answered herself. "That cannot be." 147

Ria then went into the house. 153

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There was once an old lady. She lived alone in an old house. She had one pet a thin black cat. Ria and the children around were scared of the old lady. Ria's friends were also scared of the house. They said that the house was spooky. Ria was not at all scared of the house. One day Ria looked on as the old lady walked slowly down the road.

"Today I will find out what's in that house," Ria said to herself. She walked towards the house. Ria stood outside the house and looked in. She saw a pot of marbles. The thin black cat was near to the pot of marbles.

Ria looked at the thin black cat. She looked at the pot of marbles.

"Can the old lady be playing marbles with the cat?" Ria asked herself.

"No!" she answered herself. "That cannot be."

Ria then went into the house.

Name _____ Date _____ Grade_____

School_____Teacher _____ Administrator_____

Student age ___ Student Gender ____ **Score Words Read Correctly**_____

Infant 2

Saturday at the Beach

Today is Saturday. It is the weekend. Carla and Boyo are not 12
at school. They are not with their teacher. Today they are going to 25
the beach with their family. They all love to go to the beach. Soon 39
they are on their way. 44

The family is now at the beach. They are having fun at the 57
beach. Boyo plays football with his father. Boyo loves to play 68
football with his father. 72

Carla sits with her mother. They sit with baby Ana on the 84
sand. Carla is playing with baby Ana. Their mother is reading a 96
book. 97

Daddy looks to the sea. He sees a boat. 106

He sees the boatman. Daddy goes over to the boatman. The 117
boatman is his friend. The boatman offers to take Boyo's family on 129
a boat ride. Soon they are all in the boat. They have much fun. 143

The boat stops at a bay. Mummy stays with Ana on the boat. 156
Boyo, Carla and Daddy play in the bay. 164

They stay a bit in the bay. They then get back into the boat. 178
The boat is soon on its way back to the beach. 189

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The family is now at the beach. They are having fun at the beach. Boyo plays football with his father. Boyo loves to play football with his father.

Carla sits with her mother. They sit with baby Ana on the sand. Carla is playing with baby Ana. Their mother is reading a book.

Daddy looks to the sea. He sees a boat.

He sees the boatman. Daddy goes over to the boatman. The boatman is his friend. The boatman offers to take Boyo's family on a boat ride. Soon they are all in the boat. They have much fun.

The boat stops at a bay. Mummy stays with Ana on the boat. Boyo, Carla and Daddy play in the bay.

They stay a bit in the bay. They then get back into the boat. The boat is soon on its way back to the beach.

Name _____ Date _____ Grade_____

School_____Teacher _____ Administrator_____

Student age ___ Student Gender ____ **Score Words Read Correctly**_____

Standard 1

Jamila and Her Dogs

Jamila sits patting the head of her favorite dog, Finder. As she 12
does so, she looks lovingly at her five other pet dogs. Like Finder, 25
they are all small dogs. They will grow no bigger. 35

Finder is a black poodle. Tiny is also a poodle. Tiny is a 48
gray poodle. Both Finder and Tiny have coats. Their hair is very 60
long. They also have very long and shaggy ears. 69
The other dogs are Pompeks. Three of them are light brown in 81
color. These are Jessie, Jimmy, and Jenny. The other Pompek is 92
dark brown. She is called Tuffy. All the Pompeks have fluffy coats. 104

Jamila is quite happy. When she plays with her dogs, she is 116
never unhappy. Jamila cares for her dogs very much. She feeds 127
them each afternoon. She feeds them milk, when they are young. 138
She feeds them dog chow when they grow older. 147

Jamila goes through the following stages in feeding her dogs. 157
Each afternoon, she washes their bowls first. She then puts the dog 169
chow into a bucket. Afterwards, she adds water to the dog chow. 181
When the dog chow gets soft, she serves it to her six dogs. 194

Jamila also takes time to bathe her dogs. Her dogs are never 206
left unclean. She bathes them every two weeks, on the weekend. She 218
also loves to groom her dogs. She takes much care in combing and 231
brushing their hair. Their hair looks smooth after they are groomed. 242

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School_____Teacher _____ Administrator_____

Student age ___ Student Gender ____ **Score Words Read Correctly**_____

Standard 1

Miss Meena's House

Everyone in the village knew Miss Meena. Miss Meena 9
was the oldest woman in the village. Some people said that she 21
was eighty years old. Yet, each day she left her home and walked 34
slowly to the place where she once worked. 42

Her back was bent, so she took almost an hour to reach her 55
old work-place. There, she did nothing but sit all day. At the end of 70
the week, she was given a small sum of twenty dollars. She was also 84
given lunch each day. At about three o'clock, she left for her home. 97

One day, while she was out, a strong storm came. There were 109
some very strong winds and heavy rain. Miss Meena's house was 120
blown to the ground. 124

When she got home, Miss Meena was in shock. She looked in 136
disbelief. How she cried and cried! 142

Many of the villagers came over to cheer her up. One family 154
gave her a place to stay, until her house was rebuilt. Other families 167
planned to help her rebuild her house. 174

That weekend many families came together to rebuild Miss 183
Meena's house. Some brought tools such as hammers, forks, and 193
shovels. They used these tools to rebuild the house. 202

That entire weekend, they worked hard at rebuilding Miss 211
Meena's house. All Miss Meena did was to sit like a queen and give 225
orders. 226

"Come on, Nippy, keep at it. You Froggy, don't hit your hand 238
with the hammer." 241

By the end of the weekend, Miss Meena's house was rebuilt. 252
She was very, very happy indeed. 258

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School_____Teacher _____ Administrator_____

Student age ___ Student Gender ____ **Score Words Read Correctly**_____

Standard 2

Papa Bois Saves a Deer

There once lived in the forest of Trinidad, an old man, whose 12
name was Papa Bois. Papa Bois had two short horns on his head. 25
His hair and beard were long. He had a kind of face with piercing eyes. 40

Papa Bois was indeed an interesting creature to look at. He 51
looked so much like an animal. Besides his strange face, he had 63
strange-looking feet. His feet were like the cloven hoofs of a deer. 76
In fact, he wore deer skin over his body. 85

Papa Bois also dressed very strangely. A horn always hung from 96
his neck, and a large knife hung from his belt. 106

Yet, in spite of the way he looked, Papa Bois was a very kind old 121
man. It would be incorrect to say that he was an unkind man. He 135
was very, very kind to the animals of the forest. All the animals in 149
turn loved him. He had trained them to love every living thing. Papa 162
Bois also protected them. 166

One night, this creature of the forest, Papa Bois, had quite an 178
adventure with his animal friends. He was making dinner, while his 189
animal friends played. Birds, deer, frogs and insects were all having 200
fun together. 202

Then the rain began to fall. It rained cats and dogs. The rain fell 216
for a long time. Some of the animals rushed into papa Bois' ajoupa 229
for shelter. Just then, a gunshot was heard in the night. Papa Bois 242
realised that a hunter was in the forest. 250

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School_____Teacher _____ Administrator_____

Student age ___ Student Gender ____ **Score Words Read Correctly**_____

Standard 2

The Princess and the Pea

Once upon a time there lived in a distant country a king, a 13
queen and their young son, the prince. The young prince was 24
very dear to his parents. Nothing was too good for him. He was 37
given the finest of clothes, ate the choicest of foods, and had the 50
best of teachers. 53

The prince grew up to be a very tall and handsome young 65
man. He soon began to think of having a wife. He could have 78
had any of the many young ladies who were attracted to him. 90
However, one day the queen put him to sit down and said, 102

"My son, when you marry, you must marry a true princess. 113
No other girl will be good enough for you." 122

The prince understood what his mother was saying to him 132
and was always willing to obey her. He had one problem, 143
though, and raised it with his mother. 150

"But, mother, where can I get a TRUE princess?" 159

"Don't you worry, my son, I will see that," said the queen. 171

Over the next few days the queen sent out messengers near 182
and far. She made an announcement that the prince was looking 193
for a princess to marry. In the announcement, it was made quite 205
clear that any young lady wishing to be considered should be of 217
royal blood. She should also be willing to spend one night in 229
the guest suite of the palace. Finally, the announcement said 239
that only true princesses would be considered. 246

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The prince grew up to be a very tall and handsome young man. He soon began to think of having a wife. He could have had any of the many young ladies who were attracted to him. However, one day the queen put him to sit down and said,

"My son, when you marry, you must marry a true princess. No other girl will be good enough for you."

The prince understood what his mother was saying to him and was always willing to obey her. He had one problem, though, and raised it with his mother.

"But, mother, where can I get a TRUE princess?"

"Don't you worry, my son, I will see that," said the queen.

Over the next few days the queen sent out messengers near and far. She made an announcement that the prince was looking for a princess to marry. In the announcement, it was made quite clear that any young lady wishing to be considered should be of royal blood. She should also be willing to spend one night in the guest suite of the palace. Finally, the announcement said that only true princesses would be considered.

Name _____ Date _____ Grade_____

School_____Teacher _____ Administrator_____

Student age ___ Student Gender ____ **Score Words Read Correctly**_____

Standard 3

Auntie Mae: The Storyteller

Once upon a time, there was an old farmer. He was a very poor farmer. 15
He had no hoe, no cutlass, not even a fork to till his land. He used a stick to dig 35
the ground to plant his beans. The beans, however, sprouted well. After six 48
weeks, he was able to harvest his beans. The beans were dry and just ready for 64
the market. He shelled the beans right in the garden itself. 75

So anxious was he to get to the market. As he was about to put the dry 92
beans into his bag however, most of the beans fell into a hole under a large tree 109
stump. Poor man! What could he do? He did the only thing he could do. He 125
went over to his friend on a nearby farm and borrowed his pickaxe. The old 140
man then dug and dug and dug around the old stump. Sweat poured down his 155
face, as he worked in the very hot sun. 164

At last, he was able to pull out the tree stump, and there were his beans. 180
He saw the whole heap of them. But there was something else. To his great 195
surprise, he found a bag made of animal skin and in the bag were silver coins. 211
The old man could not believe his eyes. 219

The poor man was no longer poor! He was rich! Very rich! He became 233
so rich that he built a very large house and made himself the biggest farm in the 250
valley. 251

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So anxious was he to get to the market. As he was about to put the dry beans into his bag however, most of the beans fell into a hole under a large tree stump. Poor man! What could he do? He did the only thing he could do. He went over to his friend on a nearby farm and borrowed his pickaxe. The old man then dug and dug and dug around the old stump. Sweat poured down his face, as he worked in the very hot sun.

At last, he was able to pull out the tree stump, and there were his beans. He saw the whole heap of them. But there was something else. To his great surprise, he found a bag made of animal skin and in the bag were silver coins. The old man could not believe his eyes.

The poor man was no longer poor! He was rich! Very rich! He became so rich that he built a very large house and made himself the biggest farm in the valley.

Name _____ Date _____ Grade_____

School_____Teacher _____ Administrator_____

Student age ___ Student Gender ____ **Score Words Read Correctly**_____

Standard 3

How Compere Tiger was Thrown Over The Cliff

One morning on a cliff high above a calm sea, Compere Tiger went 13
hunting wild goats and he caught a tiny kid. He put a rope round her neck and 30
tied her four feet tight. Then he said to the little goat, “Little kid, I think you are 48
the prettiest little kid I have ever seen. Your throat is especially lovely. The hair 63
on it is so soft, and it curves in a beautiful way.” 75

“Ah, sir, that’s the throat that I use to sing songs. I sing wonderful 89
songs. If you wish, I will sing for you.” Compere Tiger was surprised that the 104
little goat wanted to sing for him. After all, he was the person who had caught 120
her and tied her up with a rope. Still Compere Tiger loved a good song. A good 137
song would go well with the fine morning, the blue sky, the little breezes 151
climbing up the hill from the sea. 158

So Compere Tiger said to her, “Yes, little kid, I think I would like a 173
song. Sing for me!” So the little goat sang for Compere Tiger, and this is the 189
song that she sang: Baa baa, Compere Tiger, baa baa. My mama has left me 204
behind. My papa has left me behind. How shall I find them? How shall I find 220
them? Baa baa, Compere Tiger, baa baa. 227

It was truly a beautiful song, gentle and sad. But Compere Tiger had 240
only one thing on his mind. So when the little goat had finished, he sang under 256
his breath, so that the little goat could only hear the hum of the tune. 271

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School_____Teacher _____ Administrator_____

Student age ___ Student Gender ____ **Score Words Read Correctly**_____

Standard 4

ANANSI AND HIS FAMILY

As happens to everybody, Anansi got married. His wife was named 11
Crooksy and she was a really pretty little lady. They got along like a knife and 27
fork. Crooksy did everything for Anansi, cleaned the house and swept the yard 40
and cooked the food, and everything went along merrily. 49

But, as also happens, hard times came. Anansi and Crooksy were short 61
of food, which was a thing Anansi couldn't bear. Now Crooksy had a pig that 76
she kept in the yard and the hungrier Anansi got the more his mind turned 91
towards that pig. He dared not ask Crooksy to kill the pig because it was her 107
prized possession but the thought of roast pork was with him night and day and 122
the sight of the pig made him tremble. 130

Anansi got so anxious that he finally took to his bed. He lay there with 145
his eyes closed, holding his belly and groaning. Crooksy did her best to look 159
after him. She boiled up tea made from the leaf-of-life. She put cold flannels on 176
his head. Nothing worked. Anansi just lay there and groaned. Crooksy was at 189
her wits' end. "Crooksy," whispered Anansi, "I'm sinking fast. You must get 201
the doctor." So Crooksy set out to look for the doctor. As soon as she was gone, 218
Anansi jumped out of the window and sprinted in to the bush. 230

So it was that Crooksy, coming along the road, met Anansi, disguised as 243
a doctor, coming the other way. 249

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So it was that Crooksy, coming along the road, met Anansi, disguised as a doctor, coming the other way.

Name _____ Date _____ Grade_____

School_____Teacher _____ Administrator_____

Student age ___ Student Gender ____ **Score Words Read Correctly**_____

Standard 4

Sophia Goes to the Lady Hochoy Home and Meets 'Mr. Hug-Up'

"What are you doing this evening, girl?" Sophia asked her friend 11
Cassandra. 12

"I'm going to visit the 'home' with some other children from school," 24
replied Cassandra. 26

"Which home?" asked Sophia. 30

"The Lady Hochoy Home for Mentally Challenged Children," answered 39
Cassandra. 40

"The what!" exclaimed Sophia. 43

"You mean big Saturday evening, and you are going to play with 55
handicapped children in Lady Hochoy home?" 61

"So, what's wrong with that?" retorted Cassandra. "Those children are 71
people, too. You talk as if they are less than human. 82

"So, what else do you think they are?" 90

Cassandra obviously disapproved of the remark and replied angrily: 99
"Girl, you talk with such ignorance. Have you ever been to the place?" 112

"No, but my friends told me about it," she answered. "Well, why not 125
pay a visit and see for yourself. Come with us this afternoon." 137

"I go there? This evening? Are you mad or what? I will never go and 152
visit any retarded children, when I could go and see a good movie at the cinema 168
instead." 169

Cassandra grew increasingly disappointed in her friend. She knew quite 179
well that Sophia would not change her view of the home and the children there, 194
unless she was made to see the place for herself. 204

Suddenly, Cassandra had an idea. With a mischievous smile, she said: 215
"Sophia, you are going to the cinema, aren't you? I am sure you don't know 230
where we are going after our visit to the home!" 240

"Where?" enquired a curious Sophia. 245

"By Droopatee," said Cassandra. 249

Sophia Goes to the Lady Hochoy Home and Meets ‘Mr. Hug-Up’

“What are you doing this evening, girl?” Sophia asked her friend Cassandra.

“I’m going to visit the ‘home’ with some other children from school,” replied Cassandra.

“Which home?” asked Sophia.

“The Lady Hochoy Home for Mentally Challenged Children,” answered Cassandra.

“The what!” exclaimed Sophia.

“You mean big Saturday evening, and you are going to play with handicapped children in Lady Hochoy home?”

“So, what’s wrong with that?” retorted Cassandra. “Those children are people, too. You talk as if they are less than human.

“So, what else do you think they are?”

Cassandra obviously disapproved of the remark and replied angrily: “Girl, you talk with such ignorance. Have you ever been to the place?”

“No, but my friends told me about it,” she answered. “Well, why not pay a visit and see for yourself. Come with us this afternoon.”

“I go there? This evening? Are you mad or what? I will never go and visit any retarded children, when I could go and see a good movie at the cinema instead.”

Cassandra grew increasingly disappointed in her friend. She knew quite well that Sophia would not change her view of the home and the children there, unless she was made to see the place for herself.

Suddenly, Cassandra had an idea. With a mischievous smile, she said: “Sophia, you are going to the cinema, aren’t you? I am sure you don’t know where we are going after our visit to the home!”

“Where?” enquired a curious Sophia.

“By Droopatee,” said Cassandra.

Name _____ Date _____ Grade _____

School_____Teacher _____ Administrator _____

Student age ___ Student Gender ____ **Score Words Read Correctly**_____

Standard 5

Preparations for the Hunt

As the sun crept over the Eastern sky, casting a rosy glow on the trees 15
and hilltops, a little Arawak boy sprung out of his cotton hammock, leapt over 29
several low wooden stools, edged past his father's hammock, and crept out 41
through the back of the ajoupa. 47

He raced down to the centre of the village and, when he reached the 61
priest-hut, stopped. He looked around expectantly at the neat circle of ajoupas 74
which surrounded him. All of them looked alike with their thatched roofs 86
reaching low, almost touching the ground. No human sound was audible-only 98
the screeching of an owl and the low hooting of some jungle bird. He waited. 113
Still no sign of anyone. 118

Quickly he put his fingers to his mouth and let out a long, shrill whistle. 133
Seconds later he got his first reply-one whistle, then another, and then several 147
more. He knew now that his friends were awake and would come to meet him. 162

Today was a special day for Namba and his friends. It was the day that 177
the hunting party left, and it was their task to help in the preparations. When the 193
men left the village they were practically in charge. They had to help protect the 208
women and girls and see that everything went well. They felt proud to be given 223
such responsibilities, Namba especially, since he was the oldest among the 234
boys. 235

He walked into the priest-hut and looked around. He felt a special joy 249
this morning, for, with each hunt that took place, his chances of joining it grew 264
increasingly greater. 266

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He raced down to the centre of the village and, when he reached the priest-hut, stopped. He looked around expectantly at the neat circle of ajoupas which surrounded him. All of them looked alike with their thatched roofs reaching low, almost touching the ground. No human sound was audible-only the screeching of an owl and the low hooting of some jungle bird. He waited. Still no sign of anyone.

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Name _____ Date _____ Grade_____

School_____Teacher _____ Administrator_____

Student age ___ Student Gender ____ **Score Words Read Correctly**_____

Standard 5

The Surprise

Miss Kornroop looked with some interest at the group of five students 12
huddled together at the back of the class. It was recess time and the five 27
Standard Five students seemed deeply engrossed in conversation. What were 37
they up to? Were they planning something mischievous or just 'ole talking', as 50
they usually did? Miss Kornroop decided not to pry. It was indeed a wise 64
decision, for the mini-conference really concerned her. Carla had been reliably 76
informed that Friday would be Miss Kornroop's birthday. 84

Miss Kornroop was affectionately called Miss 'Cornsoup' by her 93
students. They all admired and respected her greatly. Friday was to be her 106
birthday, and the students agreed to have a surprise birthday party for her. In 120
order for it to be a real surprise, they decided that no one else in the class would 138
be told about their plan. 143

It was agreed, therefore, that the five of them would be responsible for 156
the eats and drinks of the party. Ria would bring sandwiches for twenty-five 170
people. Hafeeza and Carla would each ask their mother to bake a cake. Mark 184
said he would ask his dad to make twenty-five 'mini-rotis'. On hearing this, the 200
others responded by saying "Ooh!" They all knew how tasty Mark's dad made 213
his 'mini-rotis', and anxiously looked forward to this mouthwatering 223
experience once more. 226

Trevor indicated that he would supply the drinks. He would make a 238
special fruit punch. 241

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TERM 2 PASSAGES

The following passages were used in the norming of Oral Reading Fluency in the second term. There are two passages at each grade level and they are presented in grade level order from Infant 2/Second Year to Standard 5. The names and sources of the passages are presented in the table below.

Name _____ Date _____ Grade_____

School_____Teacher _____ Administrator_____

Student age ___ Student Gender _____ **Words Read Correctly**_____

Infant 2

Drive to the Mall

Today Boyo and his family take a drive. His daddy takes the 12
family for a drive. He likes to take the family for drives. They see 25
many cars as they drive. 31

Daddy sees a sign. The sign says, 'STOP'. There are no cars 43
coming. Daddy drives on. He comes to a road. He sees a sign. The 57
sign says, 'NO ENTRY'. Daddy does not drive into the road. Daddy 69
drives on and on. The family is very happy. 78

The family drives to the mall. Mummy loves to visit the mall. 90
Carla and Boyo also love to visit the mall. The children play video 103
games at the mall. Carla and Boyo love to play video games. Daddy 116
and Mummy look on as they play video games. 125

The family is now at the pizza shop. They like this pizza shop 138
very much. They like to come here on their visits to the mall. The 152
children do not play video games now. The family does not buy a 165
little pizza. They buy a big pizza. They enjoy their pizza very much. 178

Trip to the Mall

Today Boyo and his family take a drive. His daddy takes the family for a drive. He likes to take the family for drives. They see many cars as they drive.

Daddy sees a sign. The sign says, ‘STOP’. There are no cars coming. Daddy drives on. He comes to a road. He sees a sign. The sign says, ‘NO ENTRY’. Daddy does not drive into the road. Daddy drives on and on. The family is very happy.

The family drives to the mall. Mummy loves to visit the mall. Carla and Boyo also love to visit the mall. The children play video games at the mall. Carla and Boyo love to play video games. Daddy and Mummy look on as they play video games.

The family is now at the pizza shop. They like this pizza shop very much. They like to come here on their visits to the mall. The children do not play video games now. The family does not buy a little pizza. They buy a big pizza. They enjoy their pizza very much.

Name _____ Date _____ Grade_____

School_____Teacher _____ Administrator_____

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Infant 2

Splashing in the Pool

Harry, Boyo, and Bim leave the park. They take their skates 11
with them. The boys then go over to a swimming pool. They meet 24
Nigel at the swimming pool. Soon they are in the water. They splash 37
about. The boys like splashing in the water. 45

The boys get out of the swimming pool. They each buy a 57
glass of juice. Nigel's glass of juice falls on the floor. The glass 70
breaks into splinters. There are many splinters on the floor. 80

Each of the other boys still has his glass of juice. They all 93
help Nigel pick up the splinters from the floor. Nigel and the boys 106
pick up the splinters from the floor. They put the splinters into a 119
nearby bin. They all sit for a while. 127

They go back into the water. They splash about the swimming 138
pool. They have lots of fun splashing about the swimming pool. 149

The boys get out of the swimming pool. They each buy a 161
small glass of juice again. They buy orange juice. All the boys sit by 175
the pool and chat. "Should we go back into the water?" asks Harry. 188

"No, we shouldn't," says Boyo. It is getting late. 197

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The boys get out of the swimming pool. They each buy a small glass of juice again. They buy orange juice. All the boys sit by the pool and chat. "Should we go back into the water?" asks Harry.

"No, we shouldn't," says Boyo. It is getting late.

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Standard 1

The Injury

This morning, John is walking to school slowly. Usually he 10
walks quickly to school. Today, he walks with a limp. His leg hurts. 23

Yes, John has an injured leg. He hurt his leg, while he was 36
playing football yesterday. As he enters the school, many people 46
come over to him. His friends, Jack and Ken, are the first to come 60
over. 61

"How is the leg today?" they both ask. 69

"It still hurts a bit…but not as much as before," answers John. 82

Soon, his class teacher and the Principal also come over. They 93
all show concern. The Principal takes him into his office. There, 104
John is amazed at what he sees. It's the first time he has ever been to 120
the Principal's office. The room is lovely. There are lots of pictures 132
on the walls. There are also many trophies in the office. The 144
furniture is also new. John likes what he sees. 153

The Principal talks to John about the football game yesterday. 164
He was of course playing for his school, when he was injured. The 176
Principal is happy that the injury is not very serious. 186

The Principal likes John very much. John takes part in almost 197
every activity in the school. He plays cricket and football. He sings 209
and even plays the steelpan. He also does quite well in his lessons. 222
He does very well in all his subjects. But he does best in sciences, 236
reading, social studies and music. John leaves the Principal's office. 246
He goes past the music room. He then passes the sick room, before 259
going to his class. 263

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School_____Teacher _____ Administrator_____

Student age ___ Student Gender _____ **Words Read Correctly**_____

Standard 1

The Bamboo Cutters

Troy is sitting on the river bank. He looks with interest, as 12
two men are cutting a bamboo stool. They are in search of a long, 26
straight bamboo. 28

To get such a bamboo, they cut those around it. They finally 40
get the bamboo they want. But to Troy's dismay, they leave the 52
other bamboo stems lying across the river. Troy finds this 62
disgraceful. "Sirs," calls out Troy politely. "Could you please 71
remove the bamboo lying across the river?" 78

"Listen, little boy, why don't you mind your own business?" 88
responds one of the men rudely. 94

"But sir…..It is my business." Says Troy. "If you leave the 106
bamboo there, it will cause flooding. When the heavy rains come, 117
the bamboo will block the river's course." 124

"Listen, little boy. Firstly, don't 'sir' me. I'm not your 134
teacher. Furthermore, school is on holidays." 140

"Kyah, Kyah" laughs the man's friend. "Tell him, Johnny! 149
Tell him!" 151

"Mister Johnny, I don't mean to be rude but you must not 163
leave the bamboo stems there. If you do, you will create problems 175
for the people living further down the river," Troy points out. 186

"In what way, nice boy?" asks Johnny. 193

"Mister Johnny, we are now in the month of May. In a few 206
weeks, the heavy rains will come. The river will be blocked. People 218
living further down the valley will get their homes flooded," 228
answers Troy. 230

"Well, good for them. Who told them to live so close. 241

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School_____Teacher _____ Administrator_____

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Standard 2

900 Buckets of Paint

Once there was an Old Woman who lived in a little red house that stood 15
beside a laughing brook, right in the middle of a field of clover. With her lived 31
her two cats, Pansy and Violet, and her donkey, whose name was Arthur, and 45
her cow, Bossy. 48

The Old Woman's house had once been a very bright red. But the sun 62
and wind and rain had beaten against it until it was faded and worn. One day 78
the Old Woman decided that it looked too shabby to live in any longer. So she 94
decided to move. 97

She began packing early the next morning. By noon she had all her 110
belongings loaded into the donkey's cart. All, that is, but her alarm clock. She 124
set this inside the cupboard with glass doors until it was time to start. Then she 140
brought the carts down from the attic. 147

The Old Woman hitched the donkey to the cart and tied the cow behind. 161
Then she climbed up onto the seat of the donkey cart. She put Pansy on one 177
side of her and Violet on the other. And off she drove, forgetting all about her 193
clock. When the Old Woman reached the first corner, she turned to the right. 207
Then she kept on going straight ahead until at last, far down the road, she spied 223
a little yellow house all freshly painted. 230

"I think I'd like to live here," she said to herself as she drove into the 246
yard. She tied Arthur to a post and went to see if anybody lived there. Nobody 262
did, so she set about at once unpacking her belongings. By evening she was 276
nicely settled. 278

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Standard 2

Florence Nightingale

Florence was a little girl who loved dolls very much. There was, 12
however, something strange about Florence's dolls. They were always either 22
sick, or injured. One would break a leg, the other a nose. One or two would 38
even have 'headaches'. 41

Florence's dolls were always needing some kind of care. This gave 52
Florence a chance to bandage them, nurse them, or put them to bed. Florence 66
enjoyed caring for her dolls in this way. 74

As Florence grew older, her caring for dolls was replaced by her caring 87
for animals. There was never a day that Florence did not nurse an injured 101
animal. 102

One day, she was our walking with her mother. She saw Tom, the old 116
shepherd, tending to his sheep. But there was something surprising. Tom was 128
alone with his flock of sheep. His dog Rover was not with him. 141

"Hello there, Tom," said Mrs. Nightingale as they went up to him. 153
"Where is Rover today?" 157

"I think he has broken a hind leg," answered Tom, in a sad voice. "He 172
slipped off a rock, while fighting a wolf. The wolf had attacked the sheep." 186

"Oh, my!" cried Florence. "Poor Rover! Are you sure that his leg is 199
broken?" 200

"I am not sure, Missy. But if it is, I am willing to put dear Rover to 217
sleep. This will save him the pain," Tom replied. Florence, however, would not 230
hear of it. She was not going to see Rover put away. Not as long as she could 248
do something about it. 252

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School_____Teacher _____ Administrator_____

Student age ___ Student Gender _____ **Words Read Correctly**_____

Standard 3

Winston 'Spree' Simon and Pan

Spree Simon's family were humble people. First they lived in the Rose 12
Hill, East Dry River section of Port-of-Spain. Then they moved to John John. 27

Most of the people in John John were poor like the Simons. The men 41
worked at the docks or the abattoir – that is, the place where animals are killed. 56
Some people worked in factories in the area, like the biscuit factory, the soap 70
factory and the candle factory. 75

When the young people were ready to make music for their 'sessions', 87
these were the places they went to find things to make music with. From long 102
before that time, people in Trinidad had used spoons and bottles, pieces of 115
bamboo and various metal instruments to make music. But the young people 127
were always finding some new thing to use for music-making. As they stamped 141
their feet and clapped their hand, they used whatever they could find –even old 155
tins – to knock time on. 160

When he was a little boy, Spree used to beat one of these metal 174
instruments. One of his elder brothers was a member of the John John Band. 188
Spree joined the band too. He played the kettle drum. He was the third best 203
kettle drummer. 205

Some people in the band played on biscuit tins. The biscuit tin was 218
known as the 'slap base'. When he grew up Spree noticed something about 231
these tins that people played music on. It was this that gave him the idea for the 248
steelband pan. He said it was one day in 1939 between the months of May and 264
June. 265

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Most of the people in John John were poor like the Simons. The men worked at the docks or the abattoir – that is, the place where animals are killed. Some people worked in factories in the area, like the biscuit factory, the soap factory and the candle factory.

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Name _____ Date _____ Grade_____

School_____Teacher _____ Administrator_____

Student age ___ Student Gender _____ **Words Read Correctly**_____

Standard 3

Thomas Edison

Mr. Sam Edison came through the kitchen door and spoke to his wife. 13
"Nancy," he said, "I'm a bit concerned about our little Tommy. I don't think he 28
has much sense." 31

"Oh yes, he has," answered Mrs. Edison very angrily. She was clearly 43
hurt and annoyed by the suggestion that her son was stupid. She was even more 58
hurt at hearing such a remark from his own father. "My boy is not stupid. My 74
boy is bright and you had better remember that!" she continued angrily. 86

"Alright, alright," said Mr. Edison, trying his best to calm her. "Don't 98
misunderstand me. I know the boy is bright. But…well. Do you know what he 113
is doing at this very moment?" 119

"No. What is he doing?" answered Mrs. Edison, still sounding annoyed. 130

"He's squatting over a nest of duck eggs. He says he expects them to 144
hatch, if he sits on them." 150

Mrs. Edison, on hearing this, quickly set off for the barn. She moved 163
hastily and knocked over a bucket, as she made her way to the barn. On getting 189
there, she saw Tommy sitting in a corner. Little Tommy was squatting over a 203
nest of eggs. 206

"Off you go little fellow. Into the house!" ordered Mrs. Edison. Tommy 218
quickly obeyed. He left the nest of eggs and moved towards the house. 231
However, one could see the disappointment on his face, as he got into the 245
house. 246

"Why were you sitting over the eggs, Tommy?' Mrs. Edison asked, as 258
soon as they reached indoors. 263

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“Why were you sitting over the eggs, Tommy?’ Mrs. Edison asked, as soon as they reached indoors.

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School_____Teacher _____ Administrator_____

Student age ___ Student Gender _____ **Words Read Correctly**_____

Standard 4

The Great Raid

Even though Tuquaya had passed the rites of ordeal without showing 11
fear, or crying out in pain, he was not too sure that he wanted to go on his first 30
raid. On those raids, his tribe, the Caribs or Calinago, would raid the Arawaks 44
or Lukku Cairi as they were called. The Calinago would take captives home to 58
become slaves. 60

The night before his first raid Tuquaya went to show his war paint and 74
feathers to an old Lukku Cairi woman, named Luanihua. She lived at the edge 88
of the village. She had been captured in an earlier raid, but Tuquaya's father, 102
the chief, had spared her because she had saved Tuquaya's life when he was a 117
new-born baby. 120

Still, she lived alone at the edge of the village because she was despised. 134
When Tuquaya saw her, she was pounding cassava but she let the pestle rest 148
when he spoke. 151

"Greeting, Luanihua. As you see, I am now a warrior and tomorrow I go 165
on a raid, the biggest ever made." 172

"Indeed you look like a warrior," Luanihua said, "with your new scars, 184
your bright paint, your new-tipped arrows and your expression of pride. But in 198
your heart, do you wish to kill and maim and tear young girls from their 213
homelands, to live a life of slavery, under cruel masters?" 223

"Of course, that is what I wish. That is the destiny of my race: to fight, 239
to plunder, to capture and to kill-and to feast on the dead of our enemies," he 256
added. 257

The Great Raid

Even though Tuquaya had passed the rites of ordeal without showing fear, or crying out in pain, he was not too sure that he wanted to go on his first raid. On those raids, his tribe, the Caribs or Calinago, would raid the Arawaks or Lukku Cairi as they were called. The Calinago would take captives home to become slaves.

The night before his first raid Tuquaya went to show his war paint and feathers to an old Lukku Cairi woman, named Luanihua. She lived at the edge of the village. She had been captured in an earlier raid, but Tuquaya's father, the chief, had spared her because she had saved Tuquaya's life when he was a new-born baby.

Still, she lived alone at the edge of the village because she was despised. When Tuquaya saw her, she was pounding cassava but she let the pestle rest when he spoke.

"Greeting, Luanihua. As you see, I am now a warrior and tomorrow I go on a raid, the biggest ever made."

"Indeed you look like a warrior," Luanihua said, "with your new scars, your bright paint, your new-tipped arrows and your expression of pride. But in your heart, do you wish to kill and maim and tear young girls from their homelands, to live a life of slavery, under cruel masters?"

"Of course, that is what I wish. That is the destiny of my race: to fight, to plunder, to capture and to kill-and to feast on the dead of our enemies," he added.

Name _____ Date _____ Grade_____

School_____Teacher _____ Administrator_____

Student age ___ Student Gender _____ **Words Read Correctly**_____

Standard 4

The Advantage of Knowledge

Many, many years ago a rich man, Jean Claude, and a poor man, Henri 14
Durant, lived side by side in Bordeau, France. Jean Claude had a fine house and 29
garden, horses and carriages. He also had many servants to wait on him. But, 43
he was ignorant and silly. 48

Henri Durant, though poor in gold and silver, was rich in knowledge 60
and understanding. His learning and wisdom helped him to understand people. 71
He also appreciated the differences between ugliness and beauty, good and evil. 83

The two men argued endlessly. The rich man said that money was more 96
important than anything else in the world. He claimed that, if anyone had 109
money, he could buy whatever he wanted. “What good is all your wisdom,” he 123
often asked his neighbour, “if you haven’t the money to buy the things you 137
need?” 138

The wise poor man was too discreet to try to explain his point of view to 154
the silly rich mean. He knew he was quite incapable of understanding it. One 168
day, war broke out. The entire town was in ruins, after the fighting ended. Both 183
men were stripped of everything. They were both forced to flee for their lives 197
and seek refuge in another place. 203

The rich man, without his belongings, was materially poor indeed. He 214
now had nothing. Furthermore, wherever he went, he was scorned for his 226
ignorance. The wise man, however, maintained his learning and wisdom. No 237
one could ever take from him the rich store of knowledge in his mind and in his 254
heart. 255

The Advantage of Knowledge

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Name _____ Date _____ Grade_____

School_____Teacher _____ Administrator_____

Student age ___ Student Gender _____ **Words Read Correctly**_____

Standard 5

The Man of Peace

Born on 2nd October 1869, Mohandas Gandhi belonged to a privileged 11
class in India. His father, though Prime Minister of several leading Indian 23
States, had little education. Yet he taught his son, Mohandas, the values of 36
kindness, honesty and humility. These were to prepare him for a life of great 50
compassion towards others. 53

Mohandas, as a boy, was no brilliant student at school. In fact, he found 67
it difficult to learn multiplication tables. He later wrote "My intellect must have 80
been sluggish, and my memory raw," as he recounted his primary school days. 101
Yet books were his sole companion, as he was very shy, and lacked confidence 115
to talk to anyone. 119

As he grew older, he found friends and played in the streets and by the 134
sea. He spun tops and played with rubber balloons. He was quiet and obedient 148
and learnt to carry out the orders of his elders, without any question. 161

While at high school, Mohandas married a pretty, little girl called 172
Kasturbai. Both of them were only thirteen at the time. The marriage at such a 187
tender age was nothing strange. Child marriages were arranged by Hindu 198
families and were then customary all over India. 206

In spite of his early marriage, Mohandas continued his education. In 217
fact, many of his friends were learned and wise men. Whenever they came to 231
visit, he would sit quietly in a corner and listen attentively as they expounded 245
their great wisdom. 248

Mohandas was particularly impressed by one of the beliefs of these wise 260
men. It stated that, in all religions there is good, and that people's beliefs should 275
be respected. On completing secondary school, Mohandas went to England to 286
study law. This was to become a great experience for young Mohandas. He had 300
to adjust his Hindu ways to the lifestyle of the English. 311

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Name _____ Date _____ Grade_____

School_____Teacher _____ Administrator_____

Student age ___ Student Gender _____ **Words Read Correctly**_____

Standard 5

Arachne

Arachne was a maiden who became famous throughout Greece, though 10
she was neither rich nor beautiful, nor did she come from any great city. She 25
lived in an obscure little village, and her father was a humble dyer of wool. In 41
this he was very skilful, producing many varied shades. 50

Above all, he was famous for the clear, bright scarlet which is made 63
from shellfish, and which was the most glorious of all the colours in ancient 77
Greece. Even more skilful than her father was Arachne. It was her task to spin 92
the fleecy wool into a fine, soft threads and to weave it into cloth on the high, 109
standing loom within the cottage. 114

Arachne was small and pale from much work. Her eyes were light and 127
her hair was a dusty brown, yet she was quick and graceful. Her fingers, 141
roughened as they were, went so fast that it was hard to follow their flickering 156
movements. 157

So soft and even was her thread, so fine her cloth, so gorgeous her 171
embroidery, that soon her products were known all over Greece. No one had 184
seen the likes of them before. At last, Arachne's fame became so great that 198
people used to come from far and wide to watch her working. Even the graceful 213
nature goddesses would steal in from stream or forest and peep shyly through 226
the dark doorway. 229

They watched in wonder the white arms of Arachne, as she stood at the 243
loom and threw the shuttle from hand to hand between the hanging threads. 256
They watched, as she drew out the long wool, fine as hair, as she sat spinning. 272

"Surely, the goddess Athene herself must have taught her," people 282
would murmur to one another. "Who else could know the secret of such 295
marvelous skill?" Arachne was used to being wondered at, and she was 307
immensely proud of the skill that had brought so many to look on her. 321

Arachne

Arachne was a maiden who became famous throughout Greece, though she was neither rich nor beautiful, nor did she come from any great city. She lived in an obscure little village, and her father was a humble dyer of wool. In this he was very skilful, producing many varied shades.

Above all, he was famous for the clear, bright scarlet which is made from shellfish, and which was the most glorious of all the colours in ancient Greece. Even more skilful than her father was Arachne. It was her task to spin the fleecy wool into a fine, soft threads and to weave it into cloth on the high, standing loom within the cottage.

Arachne was small and pale from much work. Her eyes were light and her hair was a dusty brown, yet she was quick and graceful. Her fingers, roughened as they were, went so fast that it was hard to follow their flickering movements.

So soft and even was her thread, so fine her cloth, so gorgeous her embroidery, that soon her products were known all over Greece. No one had seen the likes of them before. At last, Arachne's fame became so great that people used to come from far and wide to watch her working. Even the graceful nature goddesses would steal in from stream or forest and peep shyly through the dark doorway.

They watched in wonder the white arms of Arachne, as she stood at the loom and threw the shuttle from hand to hand between the hanging threads. They watched, as she drew out the long wool, fine as hair, as she sat spinning.

"Surely, the goddess Athene herself must have taught her," people would murmur to one another. "Who else could know the secret of such marvelous skill?" Arachne was used to being wondered at, and she was immensely proud of the skill that had brought so many to look on her.

TERM 3 PASSAGES

The following passages were used in the norming of Oral Reading Fluency in the third term. There are two passages at each grade level and they are presented in grade level order from Infant 2/Second Year to Standard 5. The names and sources of the passages are presented in the table below.

Name _____ Date _____ Grade_____

School_____Teacher _____ Administrator_____

Student age ___ Student Gender _____ **Words Read Correctly**_____

Infant 2

Two Brothers – Brian and Fred A

Brian and Fred are brothers who love each other very much. 11
They have lots of fun together playing. Sometimes they go to the 23
mall to meet their friends. There they see ladies with their babies. 35
They love to hear the babies babble. 42

Today, the brothers are going to the mall. Fred, as usual, is 54
tardy. He is slow in getting dressed. Brian is getting annoyed as he 67
waits. He soon begins to grumble. “This boy is such a slowcoach. 79
He takes so much time to dress,’ Brian mutters to himself. 90

Five minutes have gone by. Fred is still not ready. Brian is 102
angry now. “Fred, why are you taking so long? It’s over fifteen 114
minutes now and you are still dressing.” 121

Just then, Fred comes outside. He is ready now. But he does 133
not like the remark. He does not like anyone calling him a 145
‘slowcoach’. “You are rude, Brian. What do you mean when you 156
say I am a slowcoach? Are you saying I am stupid? I resent that. I 171
do not like it at all,” protests Fred. Brian smiles. He knows he 190
should not have made the remark. “I was just having fun, Fred… no 203
hard feelings. 205

Two Brothers—Brian and Fred A

Brian and Fred are brothers who love each other very much. They have lots of fun together playing. Sometimes they go to the mall to meet their friends. There they see ladies with their babies. They love to hear the babies babble.

Today, the brothers are going to the mall. Fred, as usual, is tardy. He is slow in getting dressed. Brian is getting annoyed as he waits. He soon begins to grumble. “This boy is such a slowcoach. He takes so much time to dress,’ Brian mutters to himself.

Five minutes have gone by. Fred is still not ready. Brian is angry now. “Fred, why are you taking so long? It’s over fifteen minutes now and you are still dressing.”

Just then, Fred comes outside. He is ready now. But he does not like the remark. He does not like anyone calling him a ‘slowcoach’. “You are rude, Brian. What do you mean when you say I am a slowcoach? Are you saying I am stupid? I resent that. I do not like it at all,” protests Fred. Brian smiles. He knows he should not have made the remark. “I was just having fun, Fred… no hard feelings.

Name _____ Date _____ Grade_____

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Student age ___ Student Gender _____ **Words Read Correctly**_____

Infant 2

Little Fish B

There was once a little fish. This little fish lived in the big 13
open sea. He was a very unhappy fish. He wanted to be big. 25

He always said: “If only I was big. I would be very happy. I 39
don’t like being small.” One day he was swimming along with other 51
fishes. There were large fishes and some small ones. He was the 63
smallest fish of all. 67

Suddenly, a large net fell over them. Many of the large fishes 79
got trapped in the large net. They tried to get away, but they could 93
not. They were all trapped. They were not able to get out of the net. 108
The little fish was able to slip out of the net. The other fishes were 123
unable to do so. They were too big to get away. They were trapped. 137

The little fish was very happy to be alive. He said, “ I am so 151
happy to be alive.” He never wanted to be big again. 162

Little Fish B

There was once a little fish. This little fish lived in the big open sea. He was a very unhappy fish. He wanted to be big.

He always said: “If only I was big. I would be very happy. I don’t like being small.” One day he was swimming along with other fishes. There were large fishes and some small ones. He was the smallest fish of all.

Suddenly, a large net fell over them. Many of the large fishes got trapped in the large net. They tried to get away, but they could not. They were all trapped. They were not able to get out of the net. The little fish was able to slip out of the net. The other fishes were unable to do so. They were too big to get away. They were trapped.

The little fish was very happy to be alive. He said, “ I am so happy to be alive.” He never wanted to be big again.

Name _____ Date _____ Grade_____

School_____Teacher _____ Administrator_____

Student age ___ Student Gender _____ **Words Read Correctly**_____

Standard 1

The Adventure A

It is vacation time. David has come into the country to spend 12
a few days with his cousin, Dale. They hope to have lots of fun. 26
Indeed, they do in the days that follow. 34

One day, David is about to go in search of a very sweet 47
mango. It is the very sweet-tasting ice-cream mango. David loves 59
this mango very much. There is only one such tree in the village, 72
and it is now bearing fruit. 78

Dale decides to have some fun in getting David to the mango 90
tree. He draws him an adventure map. If he were to follow it, the 104
map would take him to the tree. 111

That morning, he presents David with the adventure map. He 121
tells him it is all up to him thereafter. David takes the map and looks 136
it over carefully. He looks over the map three times. At the top of 150
the map are the four cardinal points: east, west, north and south. 162

David then begins his adventure. He also carries with him a 173
bag. David leaves Dale's house and travels east along Back Street. 184
He then walks north along Church Street. He goes past a church 196
along the way. 199

He comes to River Road. David turns right onto River Road. 210
He now reaches a bridge. David gets off the bridge and walks north 223
alongside the river. He then meets a track. He turns right onto the 236
track. He goes past Mr. Ben's house and not too far away is the ice- 251
cream mango tree. At last, he has reached his goal. 261

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That morning, he presents David with the adventure map. He tells him it is all up to him thereafter. David takes the map and looks it over carefully. He looks over the map three times. At the top of the map are the four cardinal points: east, west, north and south.

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He comes to River Road. David turns right onto River Road. He now reaches a bridge. David gets off the bridge and walks north alongside the river. He then meets a track. He turns right onto the track. He goes past Mr. Ben's house and not too far away is the ice-cream mango tree. At last, he has reached his goal.

Name _____ Date _____ Grade_____

School_____Teacher _____ Administrator_____

Student age ___ Student Gender _____ **Words Read Correctly**_____

Standard 1

Uncle Rimer Tells the Children Stories B

It was Saturday afternoon. Uncle Rimer was spending the 9
weekend with his sister. David and Tim were very happy. They 20
liked Uncle Rimer to stay with them. They always had so much fun. 33

"There's a circus in town," said Uncle Rimer to his sister. 44
"David and Tim would like to see it, wouldn't they?" 54

The children's mother agreed. "Yes, I know David and Tim 64
would like to see it," she said. "They have never seen one." "Come 77
David, come Tim," she called to the boys. "Your Uncle Rimer is 89
going to take you to the circus." 96

David and Tim were playing outside. They hurried into the 106
house when they heard that Uncle Rimer would take them to the 118
circus. "Here we are, Uncle," they shouted. They both ran and 129
hugged him. "When shall we go?" they asked. "Are you ready 140
now?" 141

"Not so fast, young men," Uncle Rimer teased them. "The 151
show does not start until five o'clock." 159

"Uncle Rimer, may we…?" began David. 165

"Yes, David, you may invite some of your friends," said 175
Uncle Rimer. He knew just what David was going to ask. 186
David laughed. Uncle Rimer was so kind! Before long, David 196
and Tim and the friends whom they had invited were all dressed. 208
They were ready to go to the circus with Uncle Rimer. Suddenly the 221
sky became dark, and the rain began to fall. The children's faces 233
looked sad. 235

Uncle Rimer Tells the Children Stories B

It was Saturday afternoon. Uncle Rimer was spending the weekend with his sister. David and Tim were very happy. They liked Uncle Rimer to stay with them. They always had so much fun.

"There's a circus in town," said Uncle Rimer to his sister. "David and Tim would like to see it, wouldn't they?"

The children's mother agreed. "Yes, I know David and Tim would like to see it," she said. "They have never seen one." "Come David, come Tim," she called to the boys. "Your Uncle Rimer is going to take you to the circus."

David and Tim were playing outside. They hurried into the house when they heard that Uncle Rimer would take them to the circus. "Here we are, Uncle," they shouted. They both ran and hugged him. "When shall we go?" they asked. "Are you ready now?"

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"Yes, David, you may invite some of your friends," said Uncle Rimer. He knew just what David was going to ask. David laughed. Uncle Rimer was so kind! Before long, David and Tim and the friends whom they had invited were all dressed. They were ready to go to the circus with Uncle Rimer. Suddenly the sky became dark, and the rain began to fall. The children's faces looked sad.

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School_____Teacher _____ Administrator_____

Student age ___ Student Gender _____ **Words Read Correctly**_____

Standard 2

Uncle Ben's Animal Farm A

Uncle Ben lives on a large farm in the country. He rears many animals 14
there. He rears horses, cows, goats, sheep and pigs. Uncle Ben is always busy. 28
He has so much to do, caring for his animals. 38

Every August Uncle Ben looks forward to seeing Marsha. Marsha is his 50
little eight-year-old niece from the city. She likes to visit Uncle Ben on his large 67
farm. She is especially thrilled with the animals. She knows that living on a 81
farm is so different form living in the city. 90

Today Marsha arrives at the farm. She is very happy and whistles a 103
merry tune. Uncle Ben knows that whistle very well. He runs out to the gate 118
and greets her. He hugs her very warmly and welcomes her to his home. 132

Also ready to greet her are Puss, Mopsy and Tipsy. Puss is Uncle Ben's 146
pet cat. Mopsy and Tipsy are his two dogs. Marsha loves to pay with these 161
animals. They have a great deal of fun together. 170

Polly, the parrot, greets Marsha loudly. "Welcome, Marsha!" squawks 179
Polly. 180

"Thank you," replies Marsha. Polly squawks again loudly, "Old man 190
making bake and buljol, to wash down with hot cocoa." Marsha laughs. She 203
realises that Polly is telling her to get ready for breakfast. 214

Uncle Ben is preparing Marsha's favourite breakfast, bake and buljol, 224
and hot cocoa. 227

Soon Marsha sits with Uncle Ben at the breakfast table. Together they 239
have a delightful meal of bake and buljol. They also each drink a cup of hot 255
cocoa. 256

Uncle Ben's Animal Farm A

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Every August Uncle Ben looks forward to seeing Marsha. Marsha is his little eight-year-old niece from the city. She likes to visit Uncle Ben on his large farm. She is especially thrilled with the animals. She knows that living on a farm is so different form living in the city.

Today Marsha arrives at the farm. She is very happy and whistles a merry tune. Uncle Ben knows that whistle very well. He runs out to the gate and greets her. He hugs her very warmly and welcomes her to his home.

Also ready to greet her are Puss, Mopsy and Tipsy. Puss is Uncle Ben's pet cat. Mopsy and Tipsy are his two dogs. Marsha loves to pay with these animals. They have a great deal of fun together.

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"Thank you," replies Marsha. Polly squawks again loudly, "Old man making bake and buljol, to wash down with hot cocoa." Marsha laughs. She realises that Polly is telling her to get ready for breakfast.

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Soon Marsha sits with Uncle Ben at the breakfast table. Together they have a delightful meal of bake and buljol. They also each drink a cup of hot cocoa.

Name _____ Date _____ Grade_____

School_____Teacher _____ Administrator_____

Student age ___ Student Gender _____ **Words Read Correctly**_____

Standard 2

Anansi and Snake the Postman B

No one ever disliked work as much as Anansi did. While Hen worked 13
hard, teaching her chickens how to scratch for food in the dust and gravel, 27
Anansi rested under the shade of the mango tree. While Monkey hunted 39
through the forest for fruit and nuts, Anansi sat at his gate greeting those who 54
passed by, asking this one to lend him a loaf of bread and that one to give him 72
half a bunch of bananas. 77

Although Anansi liked to get letters, he disliked going to the Post Office 90
for them, saying that he office was too far away. One day while he sat in front 107
of his gate he saw Snake returning from the village with a letter. Snake moved 122
with such smoothness and ease that Anansi called out to him, "Mr. Snake, you 136
move so quickly and easily that you would make the best postman in the whole 151
world." 152

Snake was very pleased at his, for he liked flattery. He replied, "I am 166
glad you think so, Anansi." 171

"Yes, indeed," said Anansi. "And would you do me a favour, Snake? 183
Would you be postman for me?" 189

"What do you mean?" asked Snake. "What work would I have to do?" 202

"You would have to carry messages and take letters to the Post Office 215
and go for the newspaper every morning. It's easy work, Snake. You move so 229
quickly that you would do it all in half an hour or so." 242

Anansi and Snake the Postman B

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Snake was very pleased at his, for he liked flattery. He replied, “I am glad you think so, Anansi.”

“Yes, indeed,” said Anansi. “And would you do me a favour, Snake? Would you be postman for me?”

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“You would have to carry messages and take letters to the Post Office and go for the newspaper every morning. It’s easy work, Snake. You move so quickly that you would do it all in half an hour or so.”

Name _____ Date _____ Grade_____

School_____Teacher _____ Administrator_____

# of words read_____ # of error words __ **Score Words Read Correctly**_____

Standard 3

The Friends A

Every day the three school friends sat at the same desk in Standard 3, by 15
the window next to the door. Their names were Debbie, Razia and Paul, and 29
they always ate their lunch together, and sometimes shared their sandwiches 40
and cakes. 42

"I've got a banana again today," said Paul. 50

"So you want it, Razia?" 55

"No, thanks," 57

"Hey! You haven't got anything. Didn't you bring any lunch today?" 68

"No," said Razia. 71

"Would you like some of mine?" asked Debbie. 79

"No, thanks. I'm not eating until tonight." 86

"How can you go all day without eating?" said Paul. "You must be 99
starving!" 100

"If I were older, I'd fast or go without eating for thirty days like my 115
parents do," said Razia. 119

"Don't you eat anything at all when you fast?" 128

"We have breakfast while it's still dark. And we have a full dinner at 142
night after sunset. The thirty days during which Muslims fast are called 154
'Ramadan' and as I said, not eating is called 'fasting'." 164

"But why do you do it?" 170

"It's because of our religion. Ma says we fast to show that we are 184
Allah's servants. And my grandmother says a little hunger does no one any 197
harm, and it reminds us to help people poorer than we are. 209

"When the fasting is over, at the end of Ramadan, we have a special 223
thanksgiving day, called 'Eid-ul-Fitr'. We get cards from our friends, and 236

Later on in the day, Debbie and Paul asked their teacher, Mrs Johnson, 258
if she ever fasted. "Yes," she said, "but don't look so worried. It's not 272
dangerous. You give things up, and feel better for it." 282

The Friends A

Every day the three school friends sat at the same desk in Standard 3, by the window next to the door. Their names were Debbie, Razia and Paul, and they always ate their lunch together, and sometimes shared their sandwiches and cakes.

"I've got a banana again today," said Paul.

"So you want it, Razia?"

"No, thanks,"

"Hey! You haven't got anything. Didn't you bring any lunch today?"

"No," said Razia.

"Would you like some of mine?" asked Debbie.

"No, thanks. I'm not eating until tonight."

"How can you go all day without eating?" said Paul. "You must be starving!"

"If I were older, I'd fast or go without eating for thirty days like my parents do," said Razia.

"Don't you eat anything at all when you fast?"

"We have breakfast while it's still dark. And we have a full dinner at night after sunset. The thirty days during which Muslims fast are called 'Ramadan' and as I said, not eating is called 'fasting'."

"But why do you do it?"

"It's because of our religion. Ma says we fast to show that we are Allah's servants. And my grandmother says a little hunger does no one any harm, and it reminds us to help people poorer than we are.

"When the fasting is over, at the end of Ramadan, we have a special thanksgiving day, called 'Eid-ul-Fitr'. We get cards from our friends, and

Later on in the day, Debbie and Paul asked their teacher, Mrs Johnson, if she ever fasted. "Yes," she said, "but don't look so worried. It's not dangerous. You give things up, and feel better for it."

Name _____ Date _____ Grade_____

School_____Teacher _____ Administrator_____

Student age ___ Student Gender _____ **Words Read Correctly**_____

Standard 3

Cleaning Up The Park B

One afternoon, Marlon, Sammy, Ming, Jessie and Sanjit were all in the 15
village park. Marlon, Sammy and Ming were on the slide, while Sanjit and 25
Jessie were on the swings. Jessie was swinging to and fro, but her thoughts 39
seemed to be far away. "What's the matter Jessie?" you seem to be in a 54
dreamland," said Sanjit. 57

"Not really. I was just thinking a bit," she answered. "Thinking about 69
what?" inquired Sanjit. 72

"Don't you find the play park is in a bad state?" 83

"Well yes, there are overgrown grass about and some garbage here and 95
there." 96

"In addition, don't you find, as well, that the park needs brightening 108
up?" 109

"I would say so, but what does that have to do with your day- 123
dreaming?" 124

"Well, I was wondering whether we could do something about cleaning 135
up and brightening the park," said Jessie. 142

"I think that is a great idea. How can it be done, though?" Jessie then 157
told Sanjit of an idea she had. Soon they called Marlon, Ming and Sammy 171
together. The five friends sat under a nearby shed and planned a course of 185
action, as to how they could clean and brighten up the park. 197

The next afternoon, they met with five other friends and spoke further 209
on how they would do the job. They divided the main job into five smaller jobs. 225

Five leaders were put in charge of each smaller job. Marlon's job was to 239
get his father to use his welding plant, to repair the two bucket swings for the 255
children five years and under. It was over six months now that the bucket 269
swings were down. 272

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"Well yes, there are overgrown grass about and some garbage here and there."

"In addition, don't you find, as well, that the park needs brightening up?"

"I would say so, but what does that have to do with your day-dreaming?"

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School_____Teacher _____ Administrator_____

Student age ___ Student Gender _____ **Words Read Correctly**_____

Standard 4

Sweet Peppers, Manure, and Moonshine A

This is a story about two gardeners, Sumdar and Singh, who lived in the 14
village of El Socorro. Fifty-five years before, Singh had been born in Silver 28
Mill, San Juan, the son of a gardener. 36

Even before he learned to count he could tell you the exact time it took 51
the different seeds to grow. He had little schooling and could read and write 65
only enough to get by but there was nothing he did not know about the earth 81
and the crops he planted. 86

Old Sumdar was Singh's neighbour. He lived in a small mud hut which 99
he built himself at the time of his marriage but now his wife, Mai was dead and 116
he lived alone. He missed her and the alloo pies she made. No one had ever 132
been able to make alloo pies like Mai. 140

The walls of the hut were whitewashed both inside and outside. On the 153
inside walls there were many pictures, all scenes of India. Sumdar kept the hut 167
very clean, sweepting it every day with a broom he had bought form Singh's 181
wife, Rookmin. Sumdar was a very short man with bent legs. There was not 165
one tooth in his mouth yet he could eat anything. Singh's little boy, Ramesh, 179
saw him eating whole cucumbers, skin and all, and roasted corn. "How can he 193
do it?" Ramesh asked Singh. 198

"Old Sumdar's gums are as hard as that rockstone over there, and I 211
wouldn't like him to bite me!" 217

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School_____Teacher _____ Administrator_____

Student age ___ Student Gender _____ **Words Read Correctly**_____

Standard 4

The First Coconut Tree B

Many years ago in the village of Tamarua there lived a beautiful young 13
girl. Her name was Ina and she was the daughter of a blind woman. They lived 29
near a cave which had a stream flowing through it and at dawn and sunset Ina 45
loved to bathe in this stream. 51

Now there were several young men who wished to marry Ina because of 64
her beauty, but she was only interested in looking after her mother. One day 78
while she was bathing in her favourite part of the stream, an enormous eel 92
startled her by coming very close and touching her. Day after day the eel would 107
do this. Indeed Ina grew quite accustomed to the eel's presence. She was 120
admiring her new friend one day, when to her surprise something strange began 133
to happen. The eel stood up and changed into a handsome boy. 145

"I am Tuna," he said. "God and Protector of all fresh water eels. 158
Because of your beauty and charm I've left my gloomy home to win your love. 173
Please be mine." 175

Overcome by the young man's beauty, Ina could only nod her head. 187
From that day Tuna became her lover in his human form. Always though, he 201
changed back into an eel when he returned to the stream. As time passed, Tuna 216
began to grow unhappy. He knew he was being unfair to Ina because he could 231
never stay with her for long. Because he loved her and though it broke his heart 247
he decided to leave. 251

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Student age ___ Student Gender _____ **Words Read Correctly**_____

Standard 5

The Master Sisserou of Dominica A

The first people to live on the island of Dominica were the Arawak 13
Indians. Once there was an Arawak Indian Chief called Sisserou who lived in a 27
cave on a hillside. 31

A group of hunters secretly followed the Indian Chief one day, and his 44
path led them to the cave on the hill where he lived. After arguing among 59
themselves, they decided to venture into the cave. They found him covered with 72
the coloured feathers of a parrot! The hunters were impressed by the deep green 86
and violet feathers, and they thought he must have divine powers. So they 99
started to worship him by praying to him and asking him to tell the future. 114

Soon they began to ask him favours. In order to grant their wishes he 128
gave them the things they had asked for from his cave. One day a woman came 144
to him and asked him to give her a child. Knowing he did not have a child in his 163
cave, he became afraid that others would find out he did not have supernatural 177
powers. 178

Late that night he crept out of his cave and set out to sea. Some say that 195
the steps from his cave that led into the sea can still be seen between the Carib 212
lands of Wakaresi and Kraibu. From out of the clouds a large, full-bodied green 227
bird flew over the quiet blue of the Caribbean Sea. Early morning mists were 241
slowly rising from the waters. The greenish-blue head of the bird turned 254
towards rugged volcanic peaks shrouded in clouds. 261

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School_____Teacher _____ Administrator_____

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Standard 5

Preparations for the Hunt B

As the sun crept over the Eastern sky, casting a rosy glow on the trees 15
and hilltops, a little Arawak boy sprung out of his cotton hammock, leapt over 29
several low wooden stools, edged past his father's hammock, and crept out 41
through the back of the ajoupa. 47

He raced down to the centre of the village and, when he reached the 61
priest-hut, stopped. He looked around expectantly at the neat circle of ajoupas 74
which surrounded him. All of them looked alike with their thatched roofs 86
reaching low, almost touching the ground. 92

No human sound was audible-only the screeching of an owl and the low 106
hooting of some jungle bird. He waited. Still no sign of anyone. Quickly he put 121
his fingers to his mouth and let out a long, shrill whistle. Seconds later he got 137
his first reply-one whistle, then another, and then several more. He knew now 151
that his friends were awake and would come to meet him. 162

Today was a special day for Namba and his friends. It was the day that 177
the hunting party left, and it was their task to help in the preparations. 191

When the men left the village they were practically in charge. They had 204
to help protect the women and girls and see that everything went well. They felt 219
proud to be given such responsibilities, Namba especially, since he was the 231
oldest among the boys. 235

He walked into the priest-hut and looked around. He felt a special joy 249
this morning, for, with each hunt that took place, his chances of joining it grew 264
increasingly greater. 266

"Namba!" Namba snapped out of his daydream. It was one of his 278
friends who was calling him. 283

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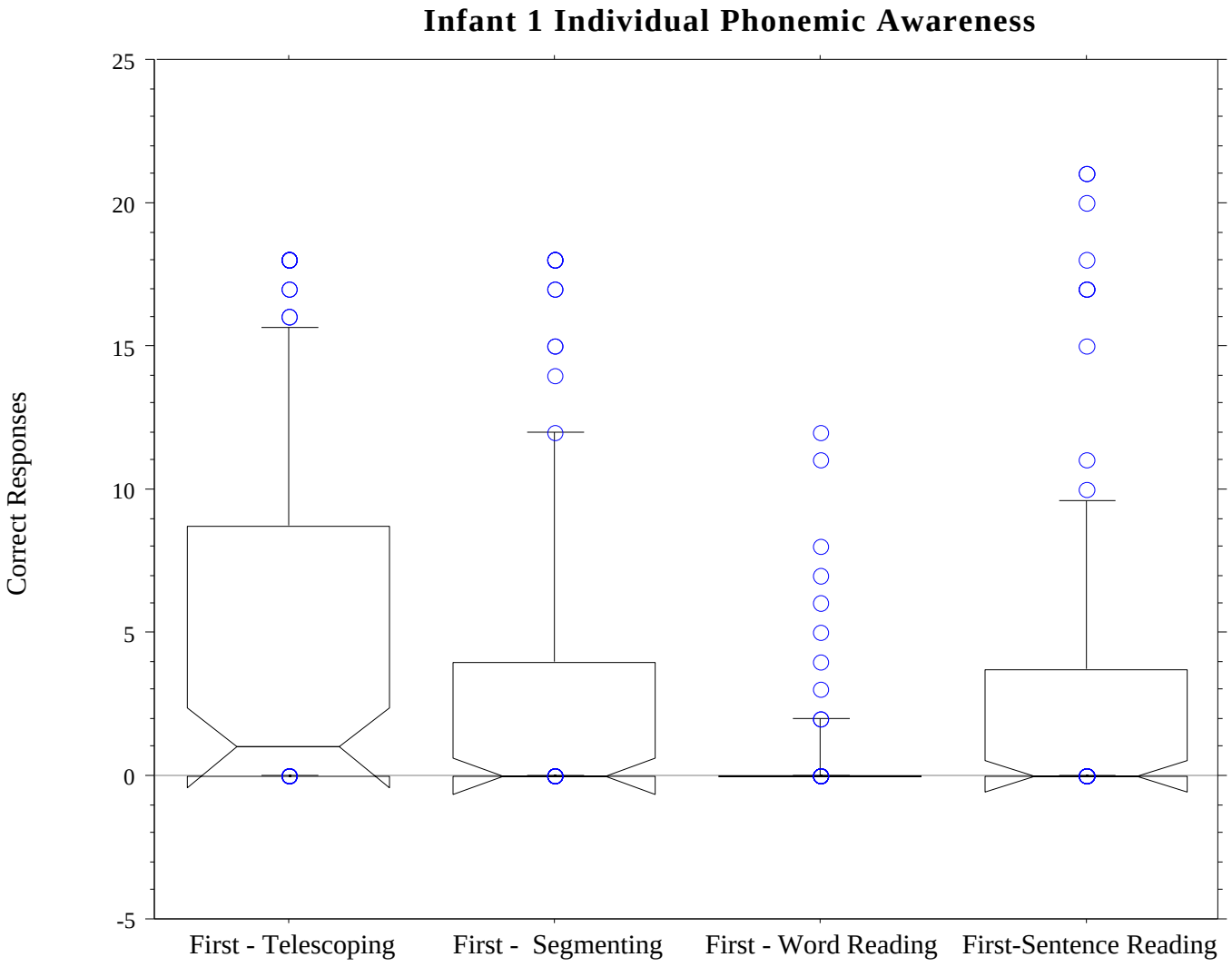
APPENDIX B

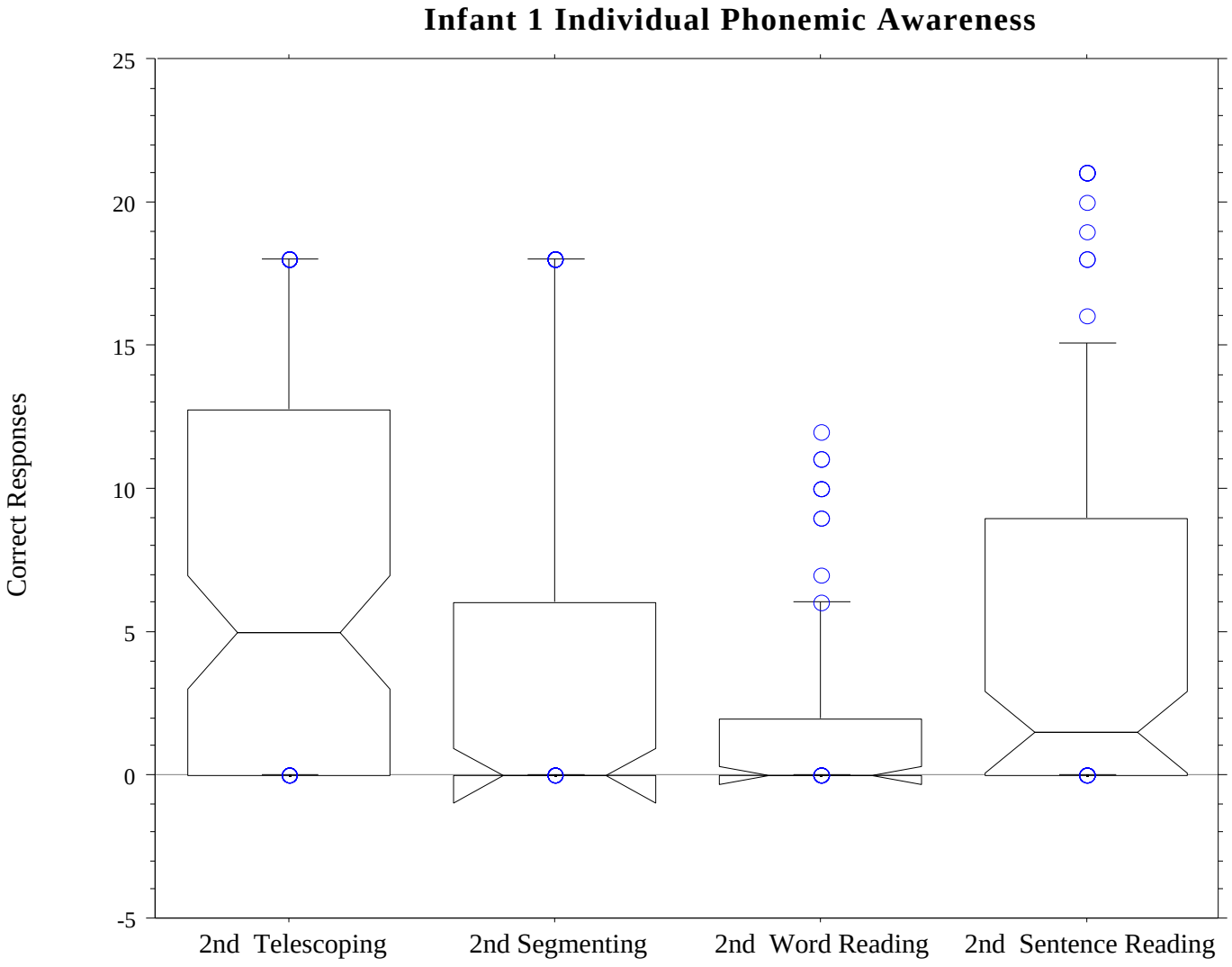
Box Plots on IPA and ORF Scores

First Assessment Period



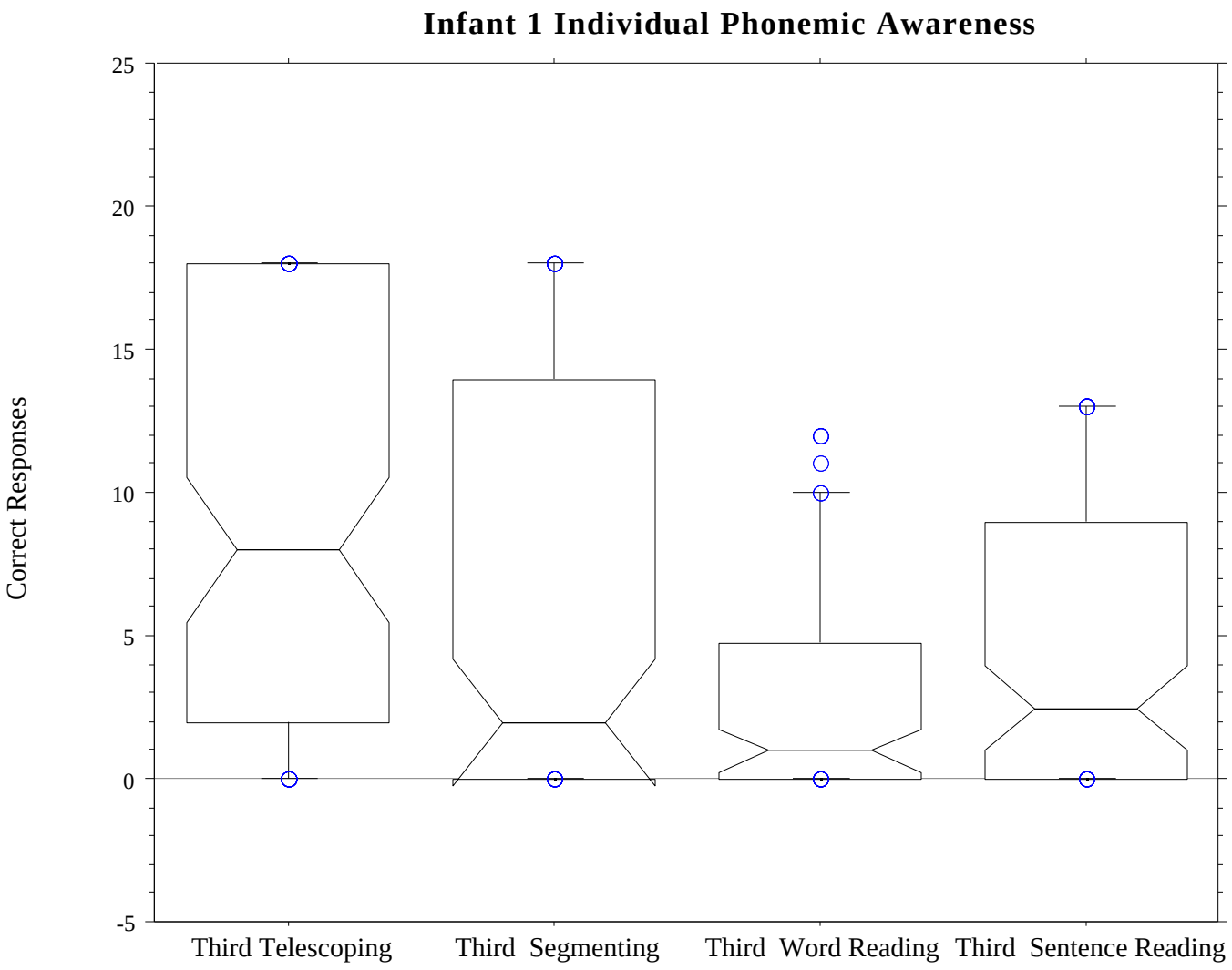
	Mean	Std. Dev.	Count	Minimum	Maximum
First - Telescoping	4.828	6.133	99	0.000	18.000
First - Segmenting	2.828	5.231	99	0.000	18.000
First - Word Reading	.717	2.105	99	0.000	12.000
First-Sentence Reading	2.838	5.362	99	0.000	21.000

Second Assessment Period

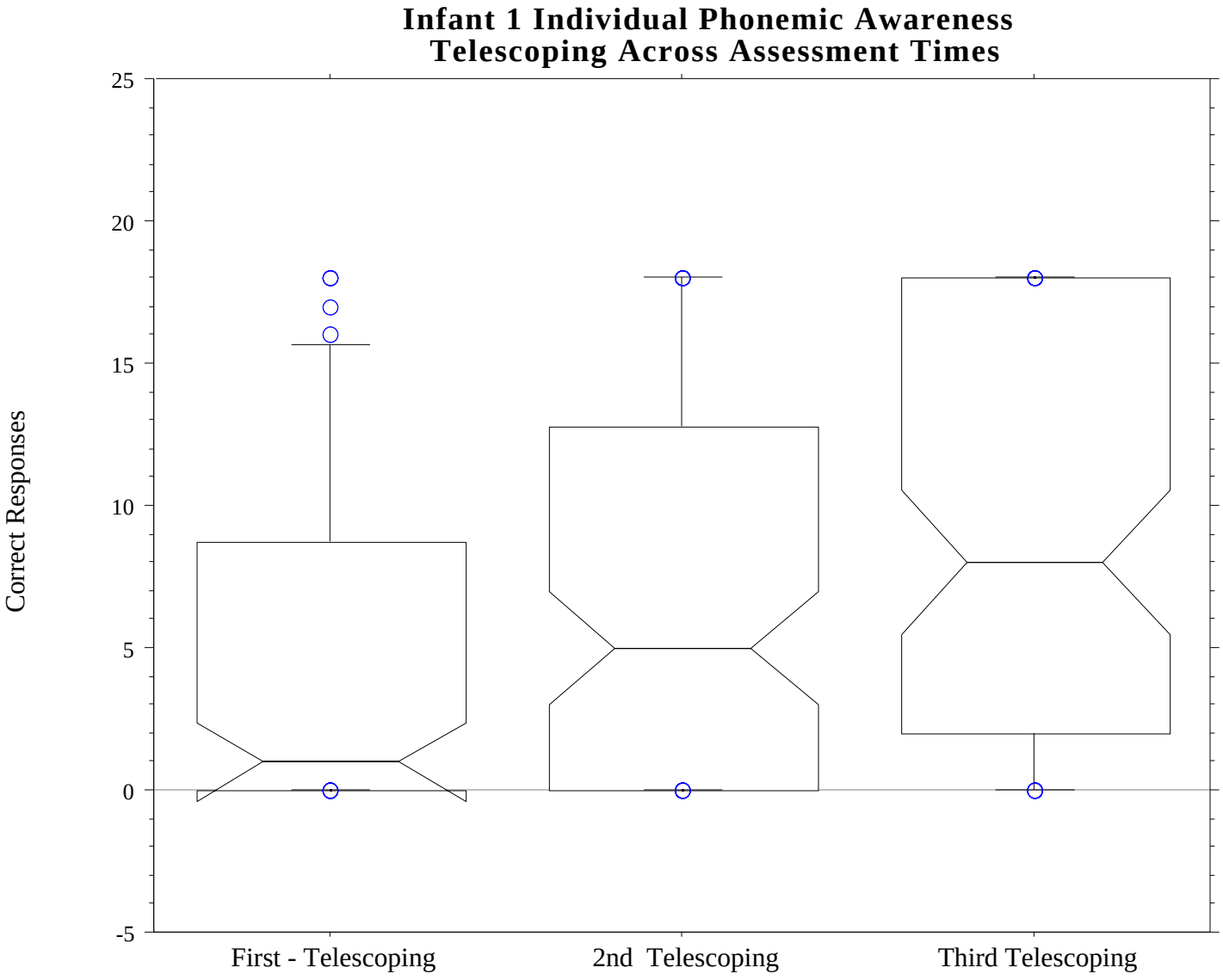


	Mean	Std. Dev.	Count	Minimum	Maximum
2nd Telescoping	6.616	6.705	99	0.000	18.000
2nd Segmenting	4.152	6.692	99	0.000	18.000
2nd Word Reading	1.636	2.933	99	0.000	12.000
2nd Sentence Reading	5.330	6.574	94	0.000	21.000

Third Assessment Period



	Mean	Std. Dev.	Count	Minimum	Maximum
Third Telescoping	8.859	7.221	99	0.000	18.000
Third Segmenting	6.131	7.335	99	0.000	18.000
Third Word Reading	2.990	3.947	99	0.000	12.000
Third Sentence Reading	4.444	5.019	90	0.000	13.000



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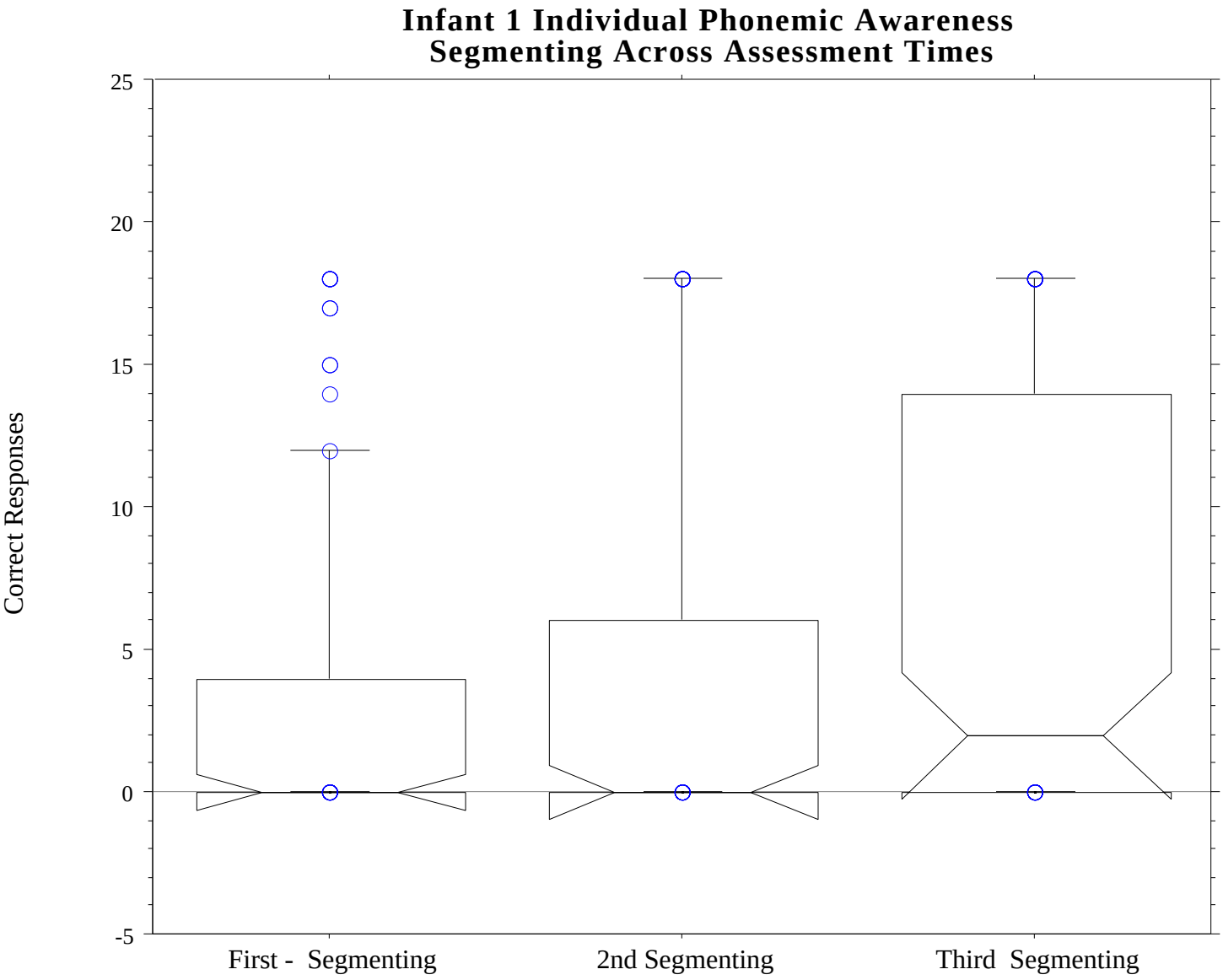

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2nd Segmenting	4.152	6.692	99	0.000	18.000
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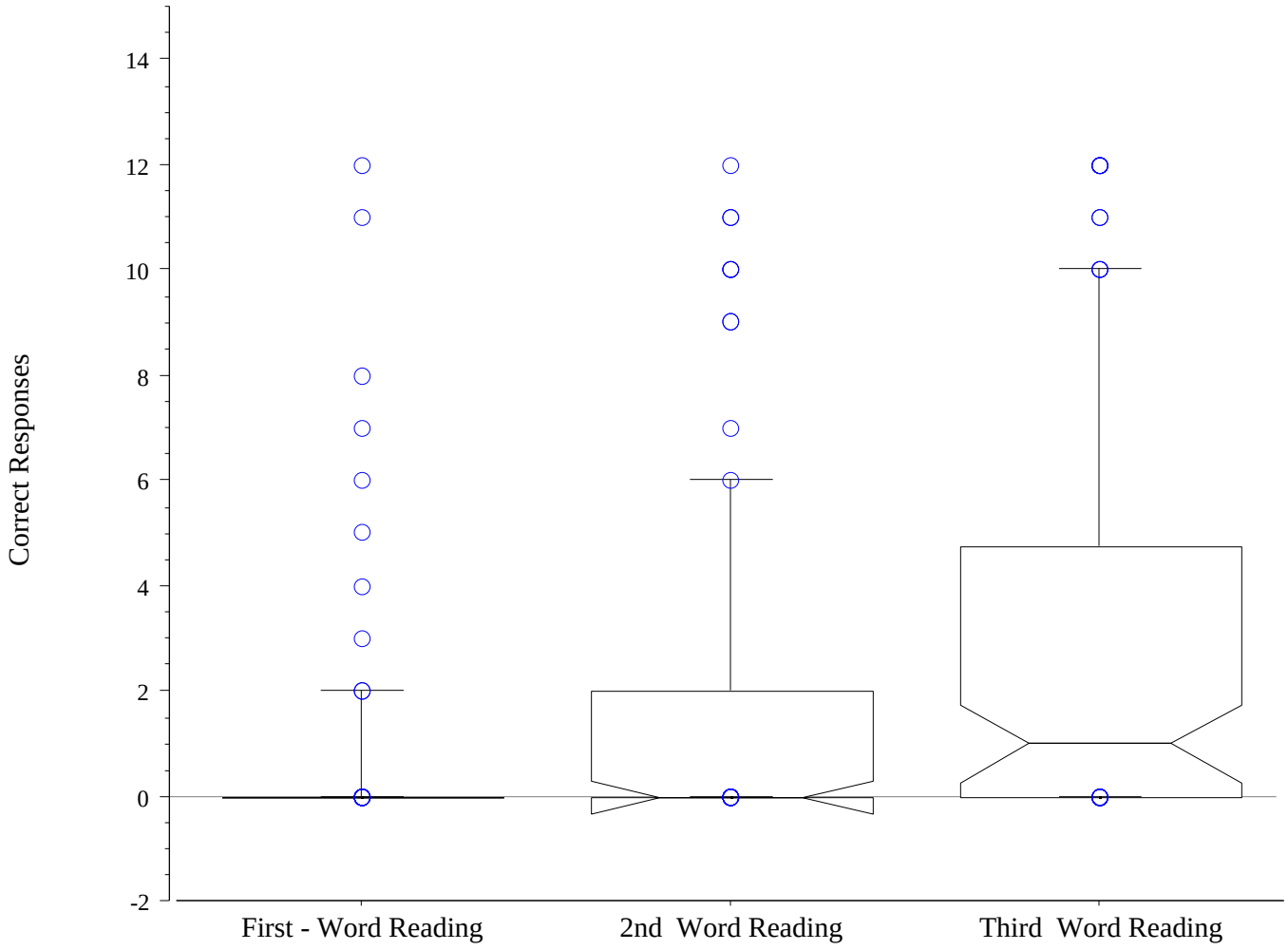
Infant 1 Individual Phonemic Awareness Word Reading Across Assessment Times



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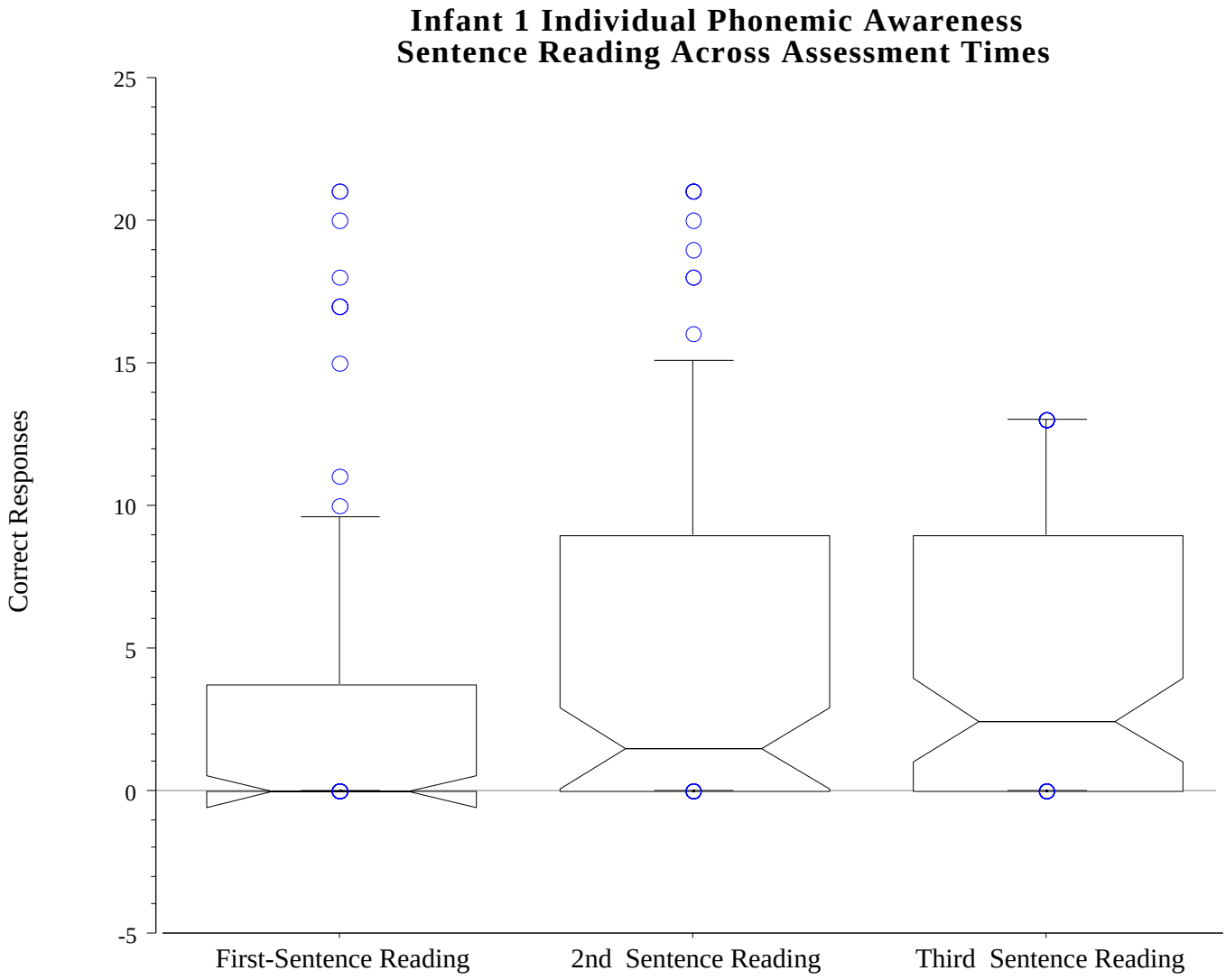

	Mean	Std. Dev.	Count	Minimum	Maximum
First-Sentence Reading	2.838	5.362	99	0.000	21.000
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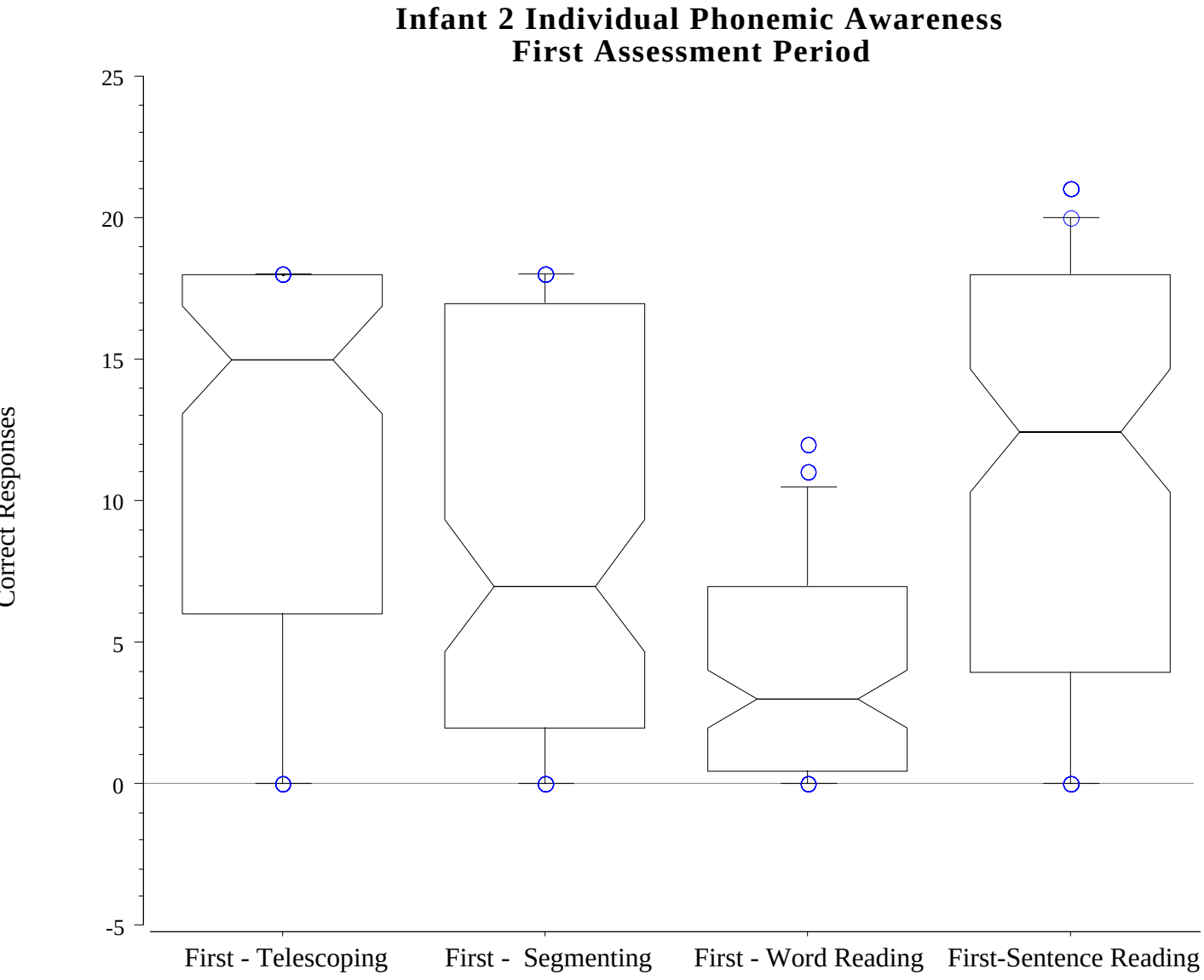
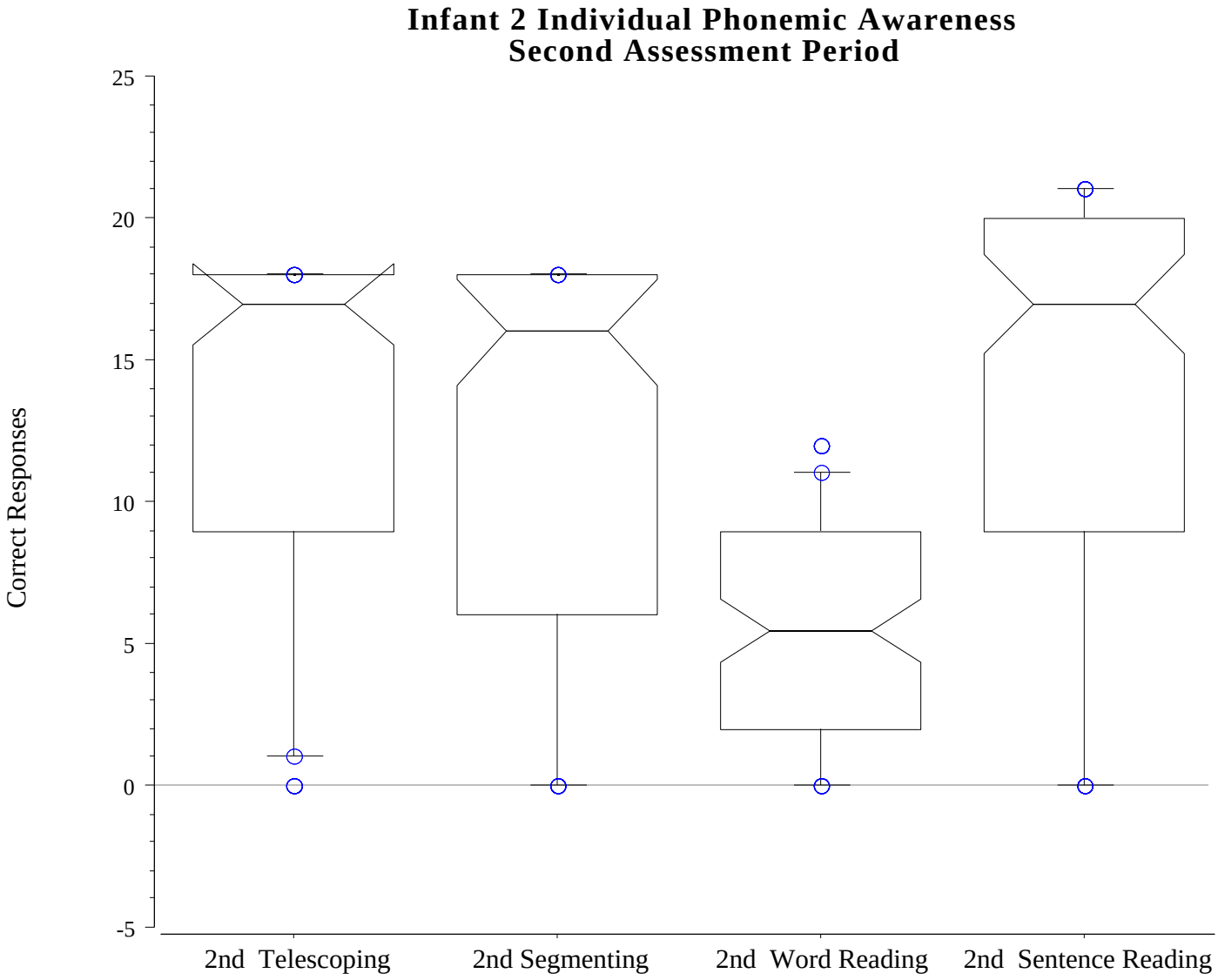
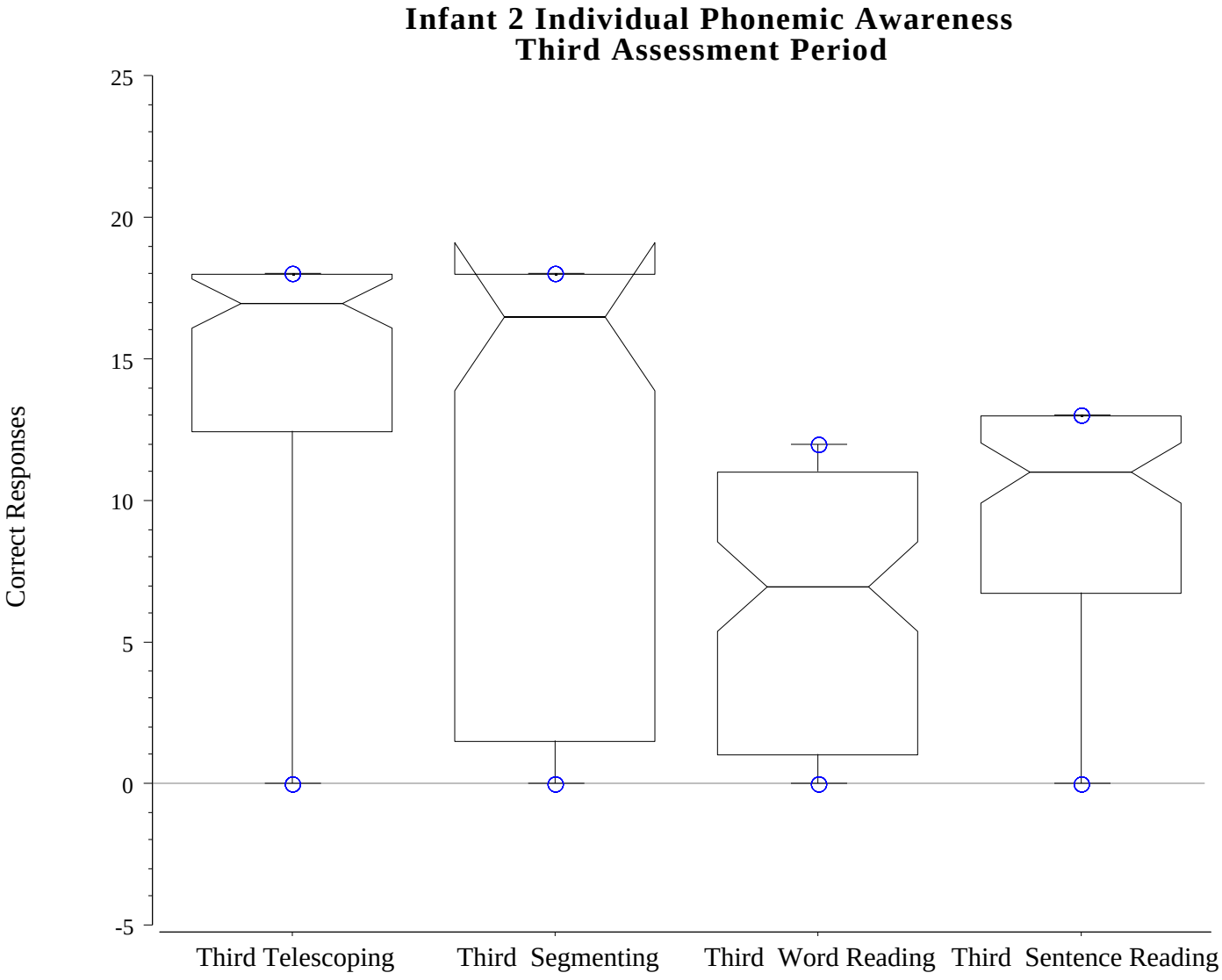


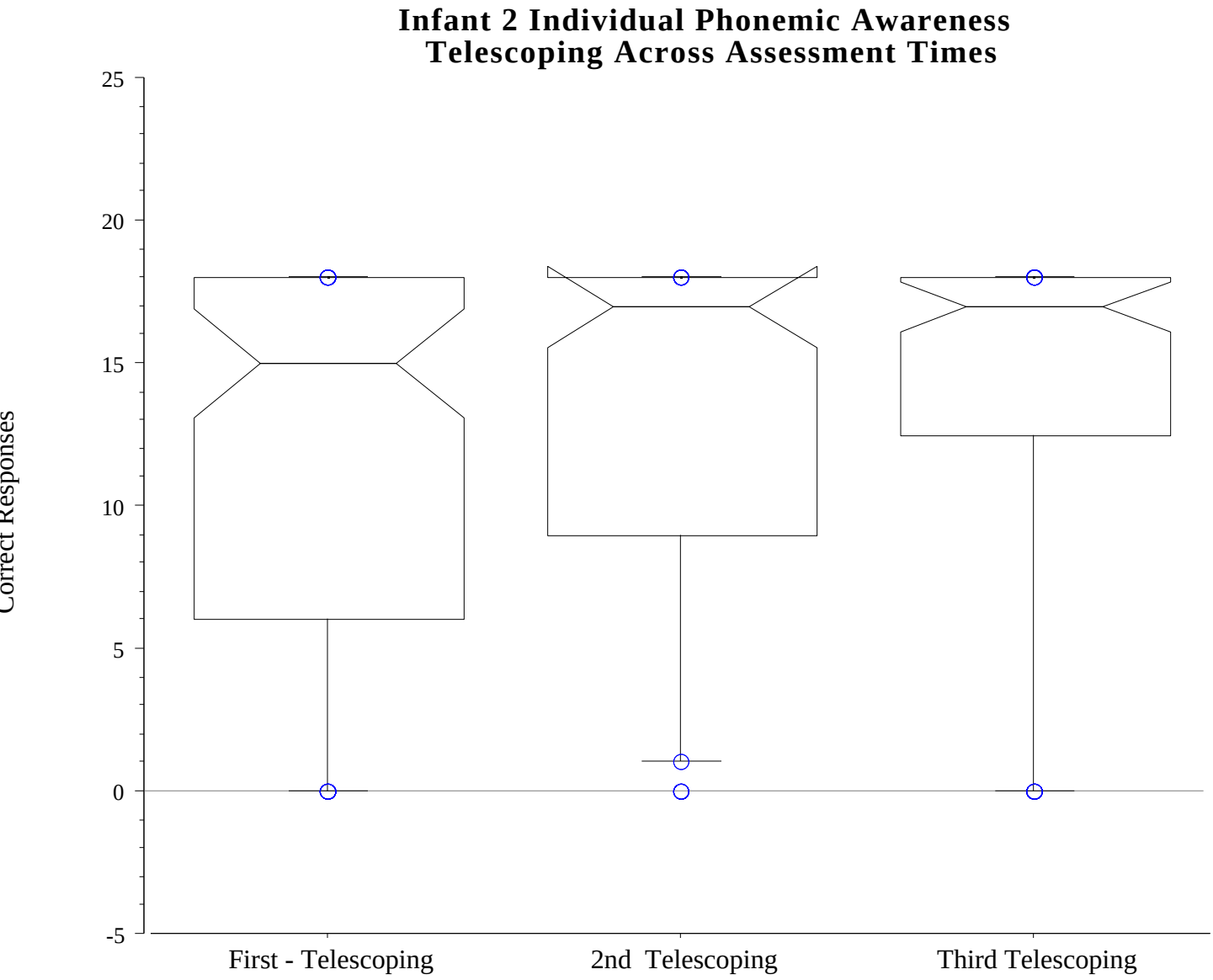
	Mean	Std. Dev.	Count	Minimum	Maximum
First - Telescoping	11.500	6.923	100	0.000	18.000
First - Segmenting	8.860	7.115	100	0.000	18.000
First - Word Reading	4.230	3.842	100	0.000	12.000
First-Sentence Reading	11.410	7.648	100	0.000	21.000



	Mean	Std. Dev.	Count	Minimum	Maximum
2nd Telescoping	13.400	6.345	100	0.000	18.000
2nd Segmenting	11.900	7.148	100	0.000	18.000
2nd Word Reading	5.690	3.912	100	0.000	12.000
2nd Sentence Reading	13.673	7.893	98	0.000	21.000



	Mean	Std. Dev.	Count	Minimum	Maximum
Third Telescoping	13.830	6.418	100	0.000	18.000
Third Segmenting	11.190	7.721	100	0.000	18.000
Third Word Reading	6.310	4.585	100	0.000	12.000
Third Sentence Reading	9.303	4.672	89	0.000	13.000



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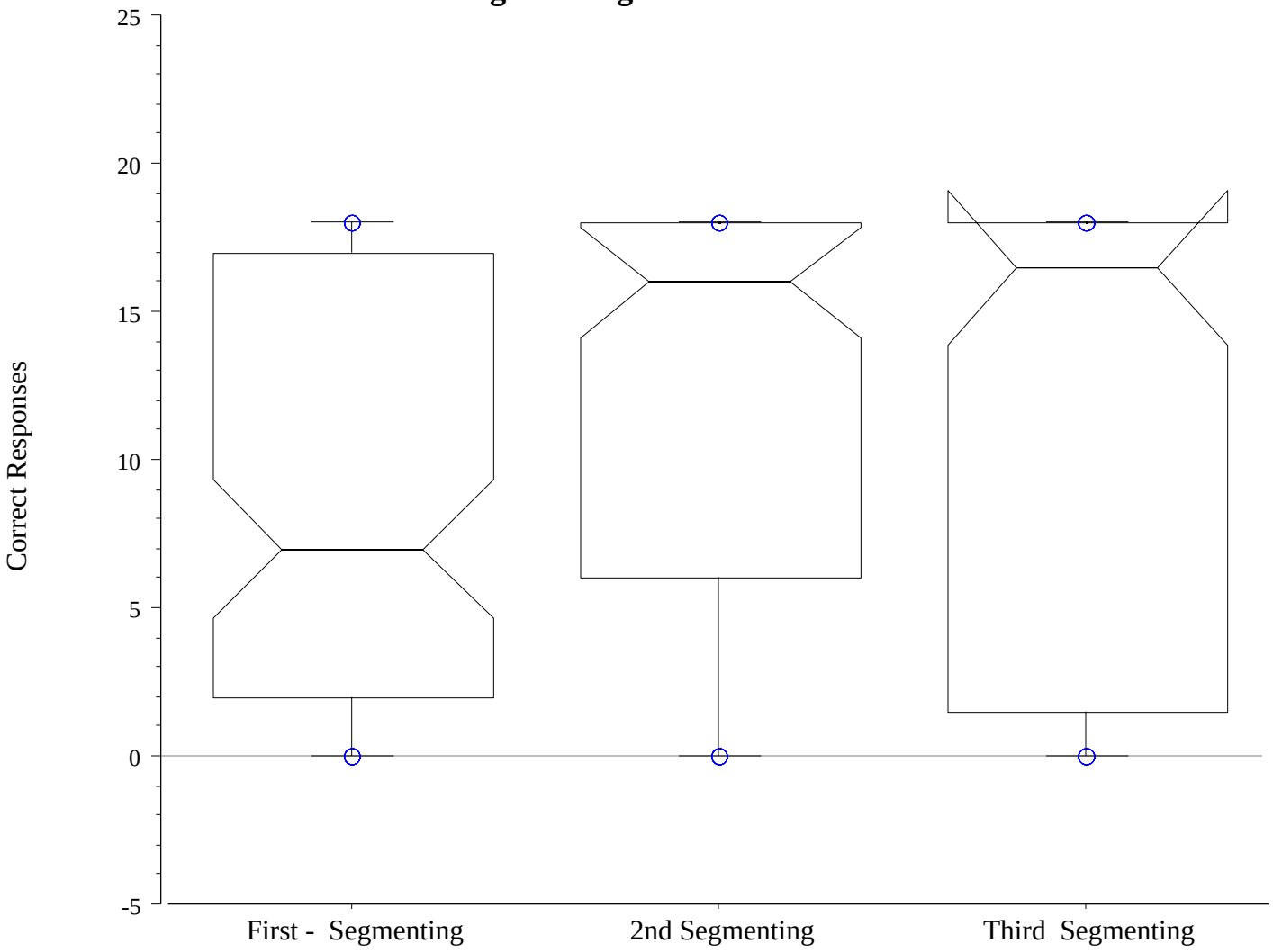
Infant 2 Individual Phonemic Awareness Segmenting Across Assessment Times



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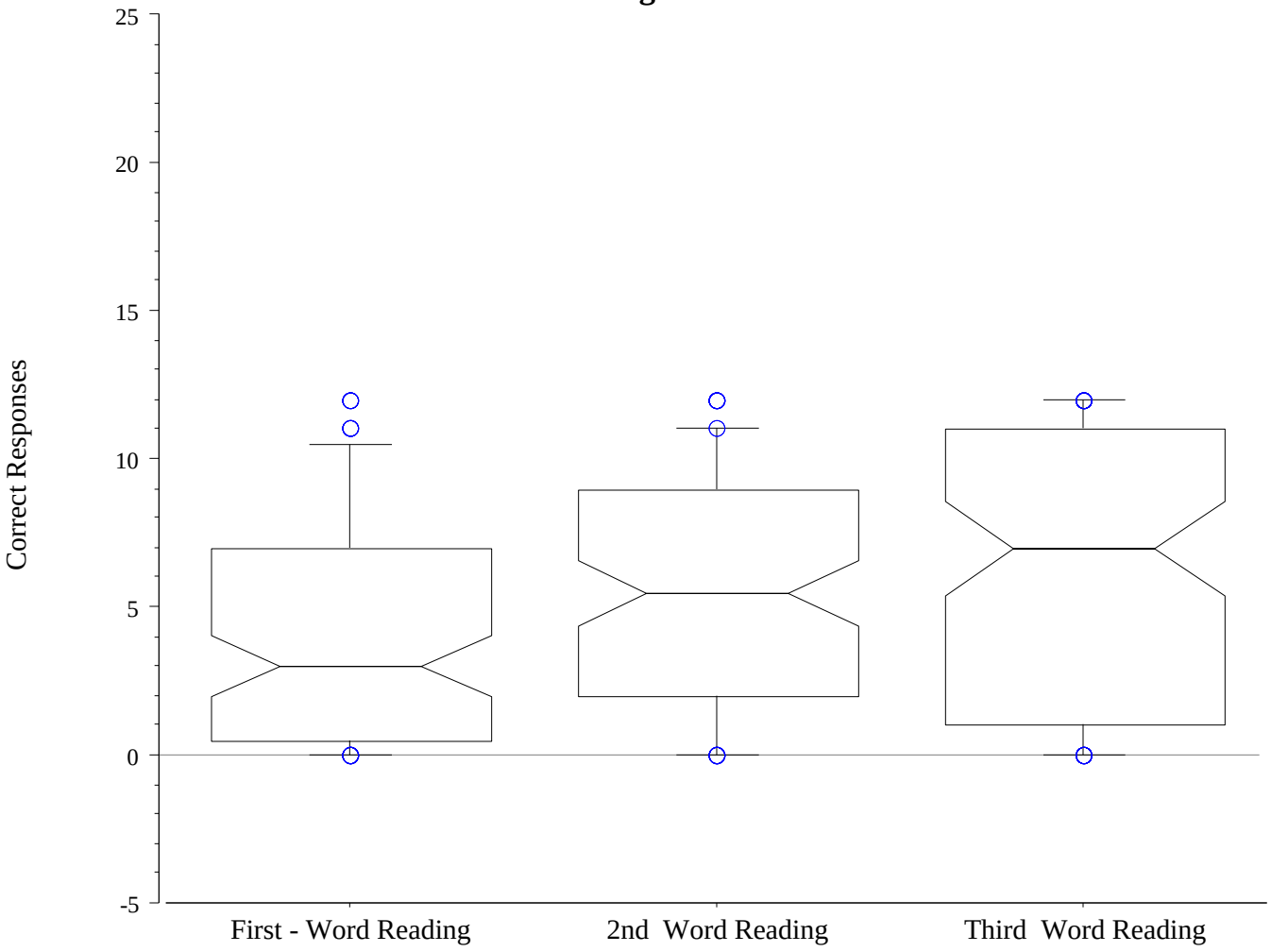
Infant 2 Individual Phonemic Awareness Word Reading Across Assessment Times



	Mean	Std. Dev.	Count	Minimum	Maximum
First - Word Reading	4.230	3.842	100	0.000	12.000
2nd Word Reading	5.690	3.912	100	0.000	12.000
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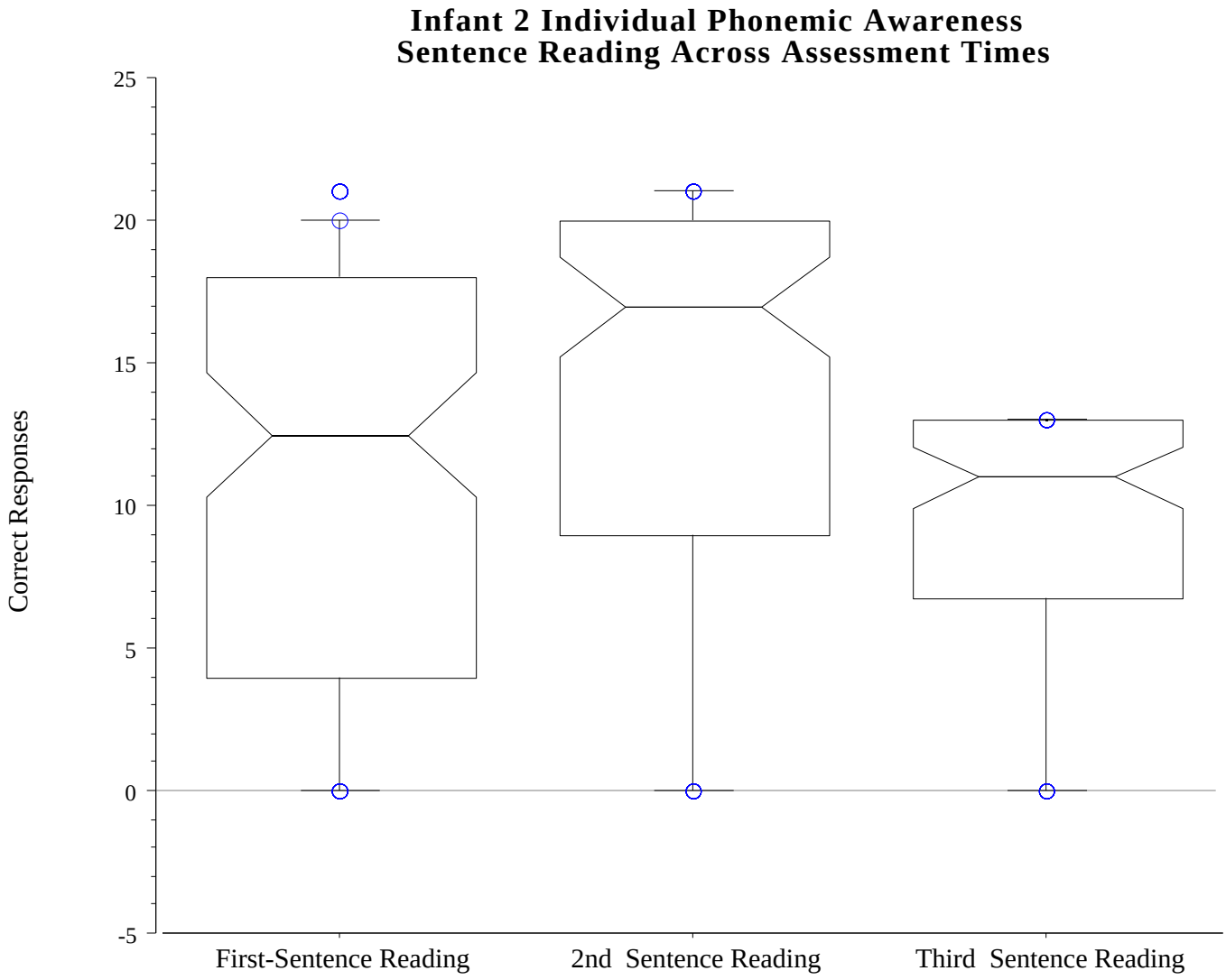

	Mean	Std. Dev.	Count	Minimum	Maximum
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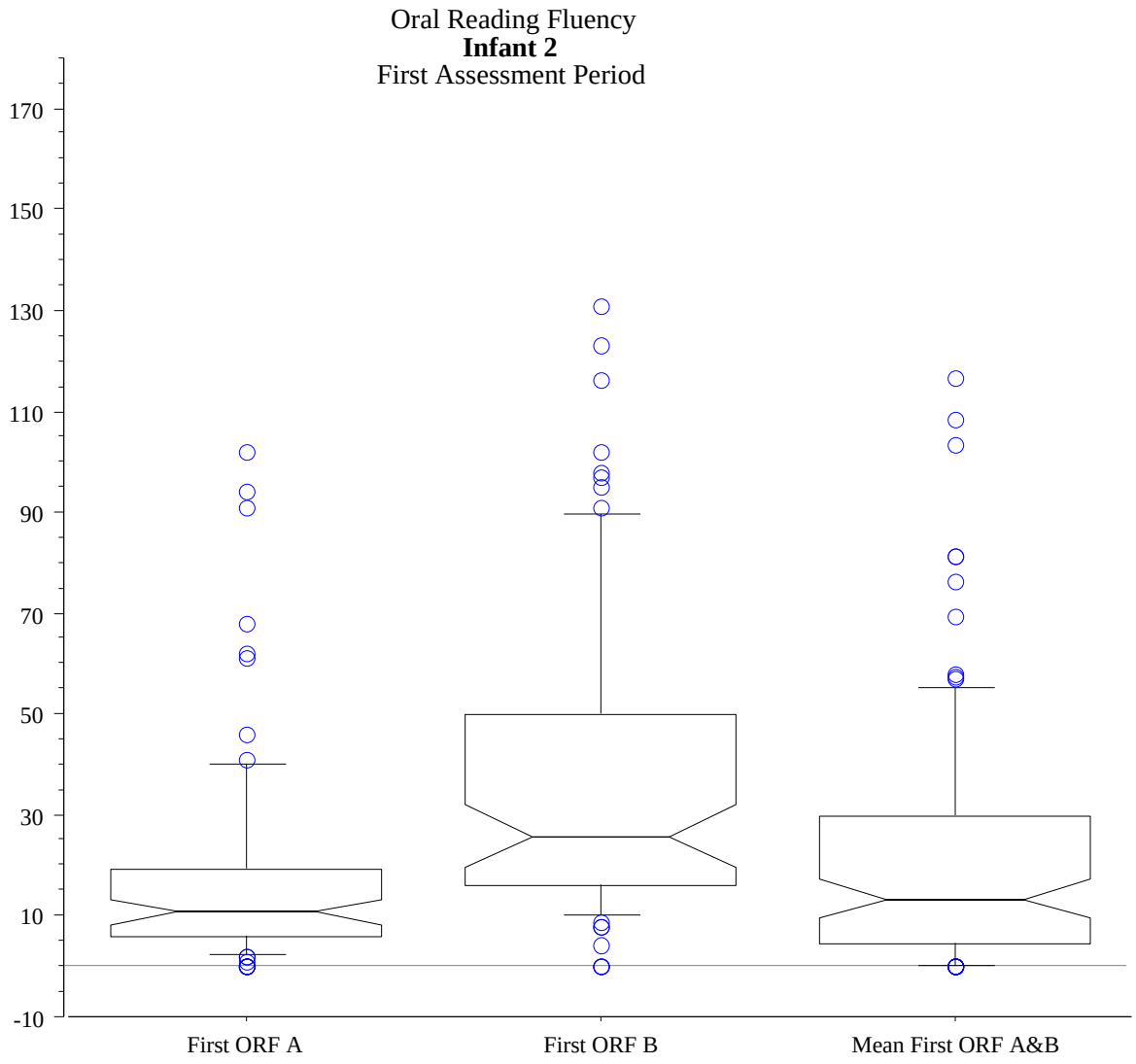
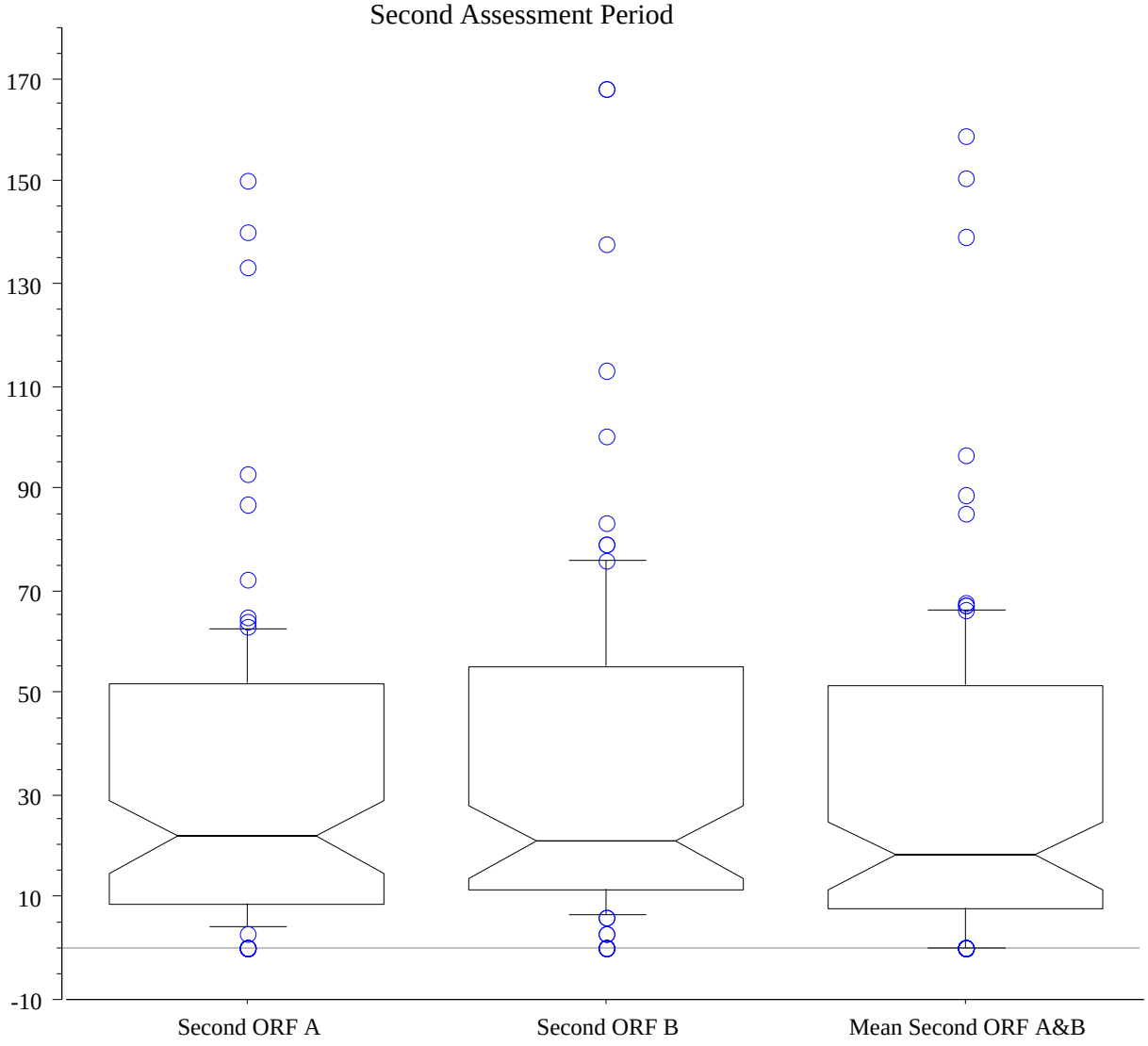
Box Plots on ORF Scores

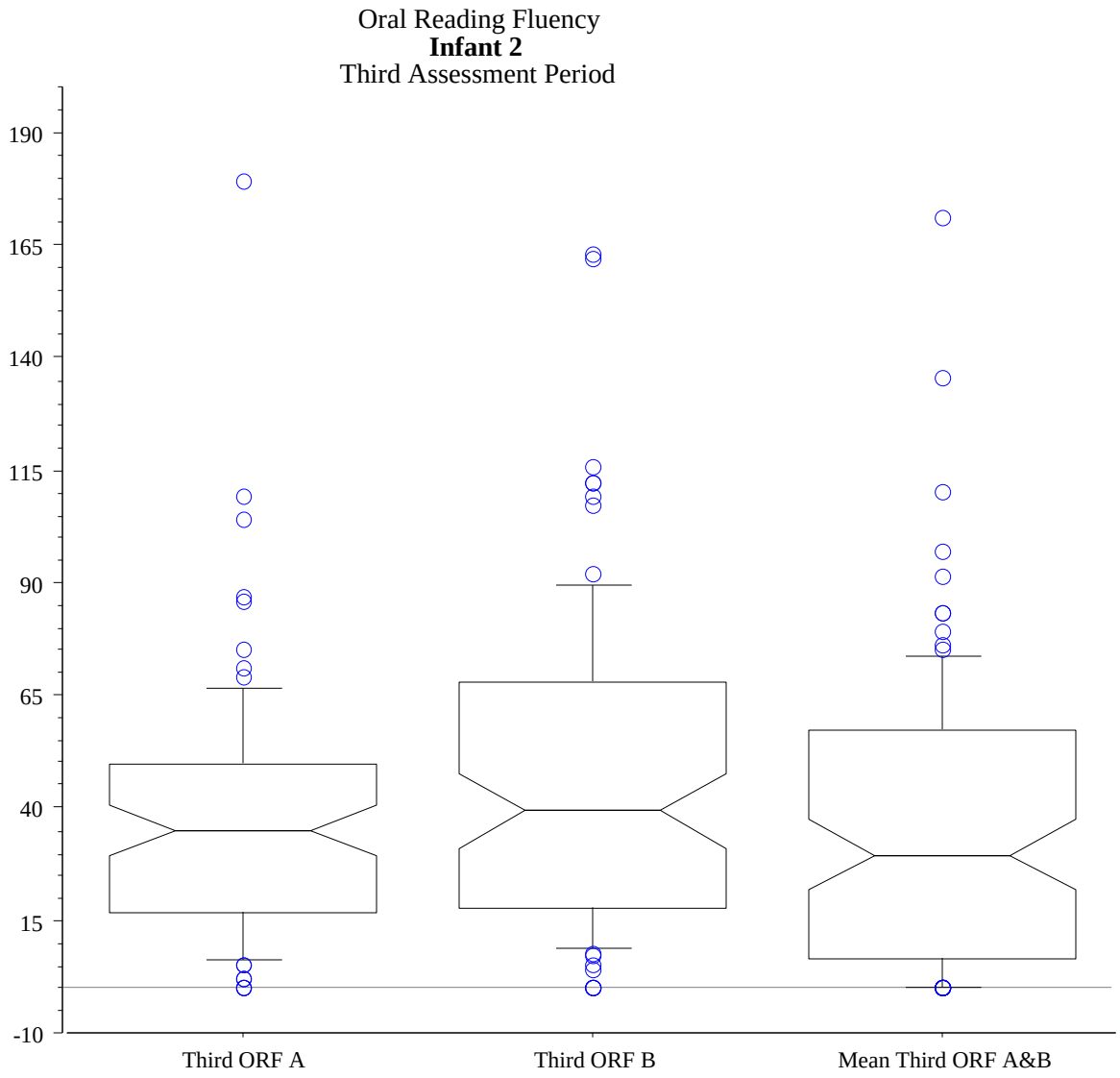


	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
First ORF A	17.727	20.911	2.383	77	0.000	102.000	11.000
First ORF B	37.179	31.050	3.516	78	0.000	131.000	26.000
Mean First ORF A&B	21.325	24.962	2.496	100	0.000	116.500	13.500

Oral Reading Fluency
Infant 2
Second Assessment Period

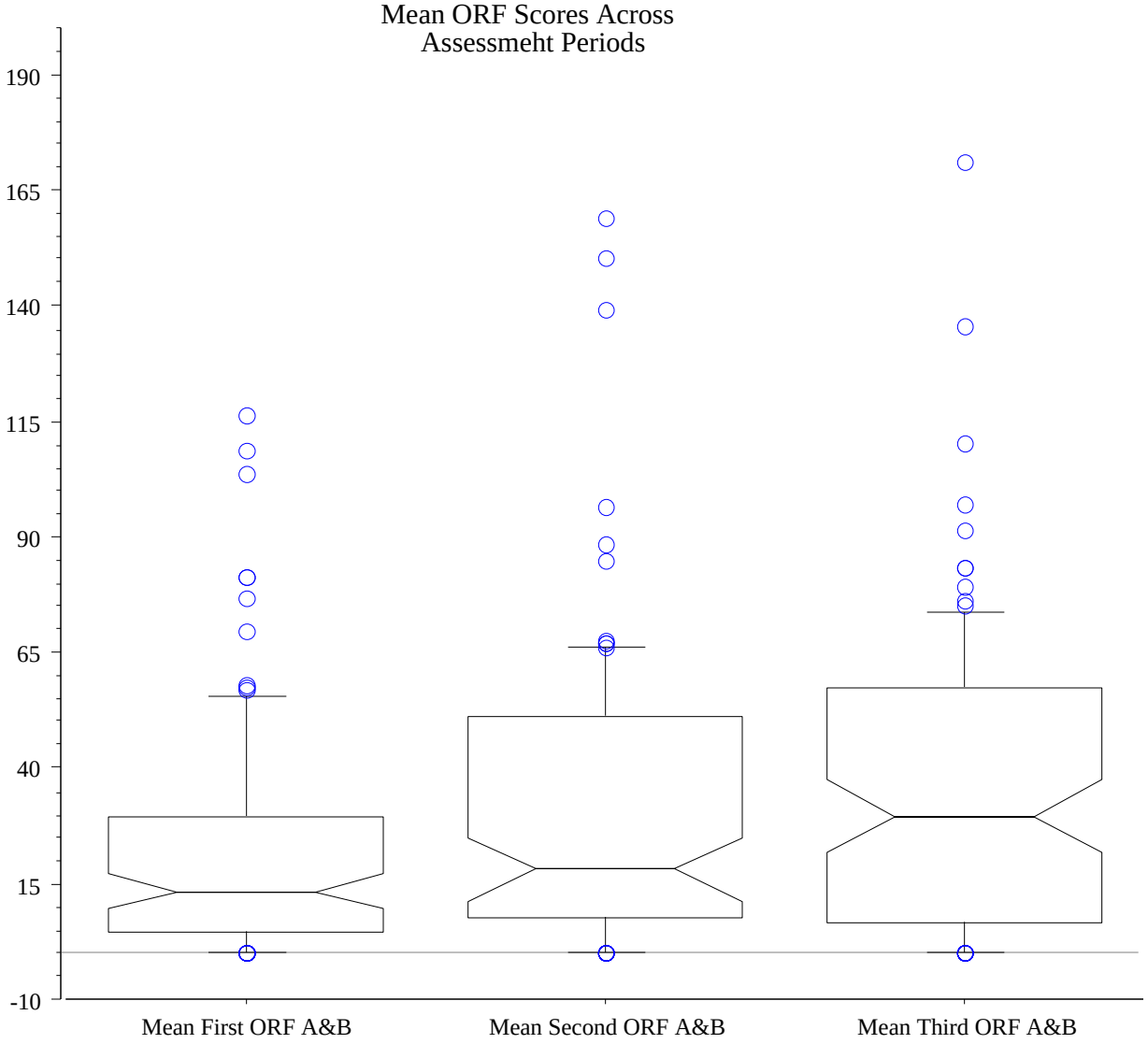


	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
Second ORF A	31.933	30.652	3.231	90	0.000	150.000	22.000
Second ORF B	35.472	34.728	3.681	89	0.000	168.000	21.000
Mean Second ORF A&B	30.155	32.231	3.223	100	0.000	159.000	18.250



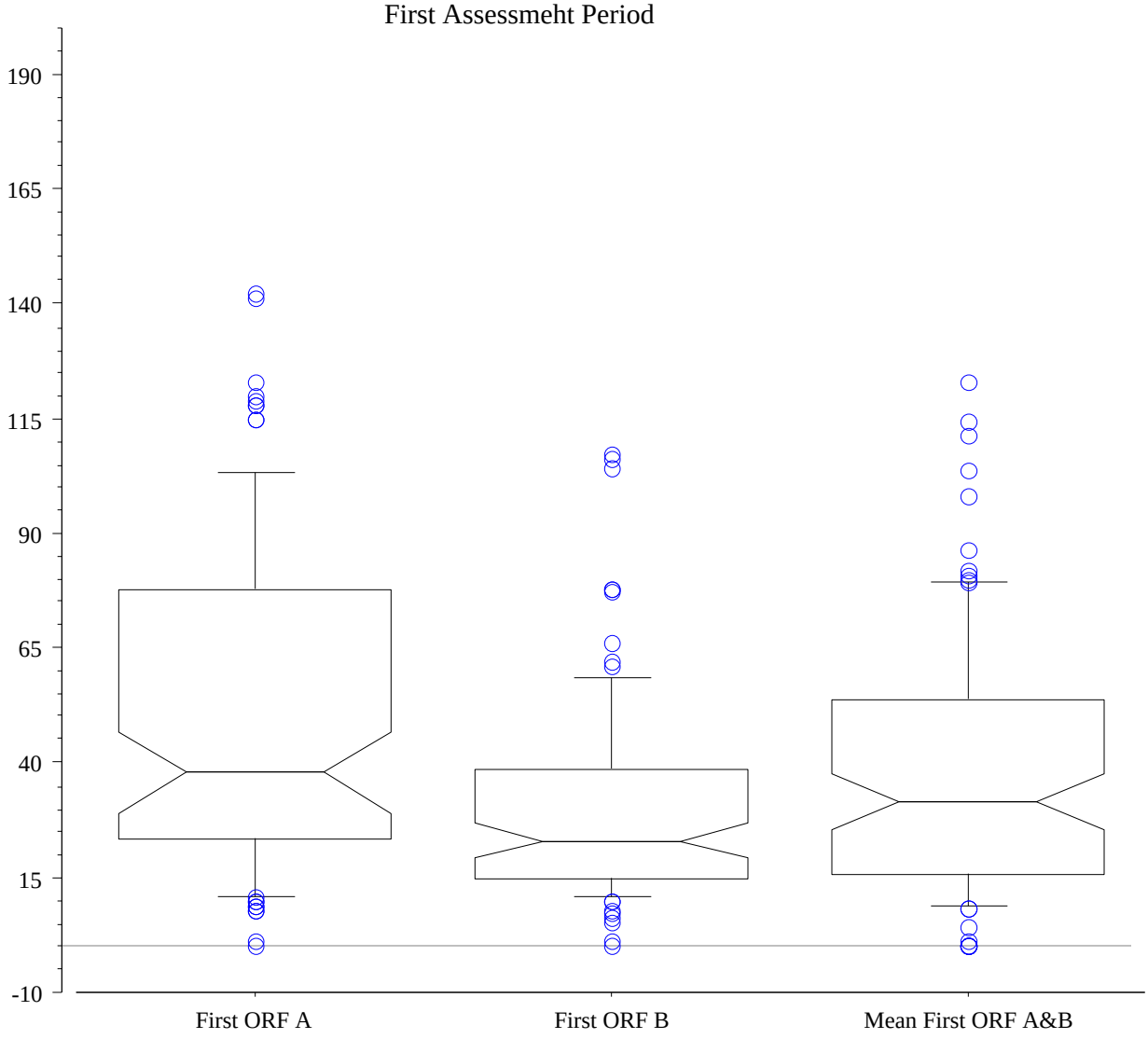
	Mean	Std. D…	Std. Er…	Co…	Minim…	Maxim…	Med…
Third ORF A	36.916	28.346	3.111	83	0.000	179.000	35.000
Third ORF B	47.000	35.459	3.869	84	0.000	163.000	39.500
Mean Third ORF A…	35.060	32.401	3.240	100	0.000	171.000	29.750

Oral Reading Fluency
Infant 2
Mean ORF Scores Across
Assessmeht Periods



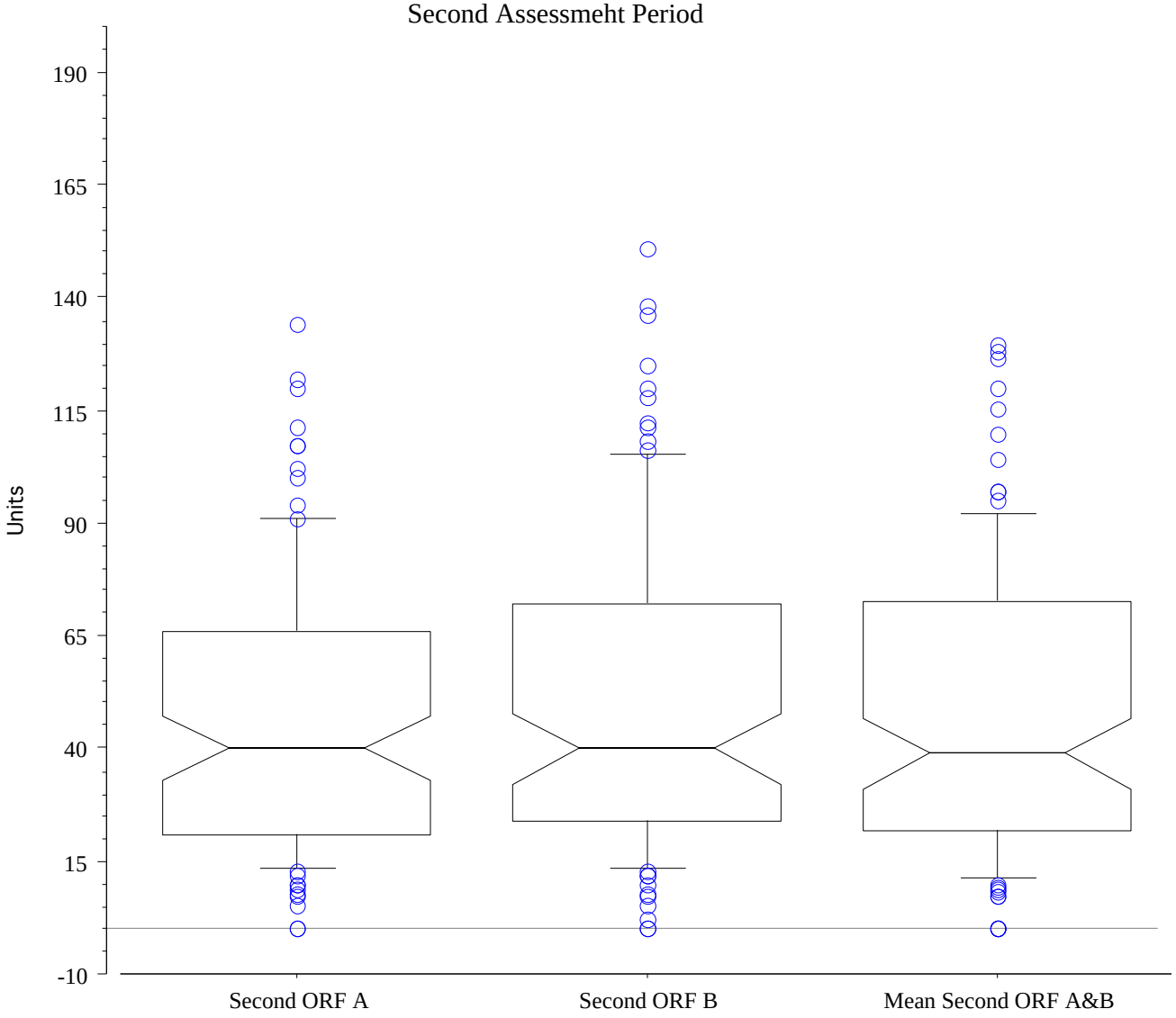
	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
Mean First ORF A&B	21.325	24.962	2.496	100	0.000	116.500	13.500
Mean Second ORF A&B	30.155	32.231	3.223	100	0.000	159.000	18.250
Mean Third ORF A&B	35.060	32.401	3.240	100	0.000	171.000	29.750

Oral Reading Fluency
Standard 1
First Assessmeht Period



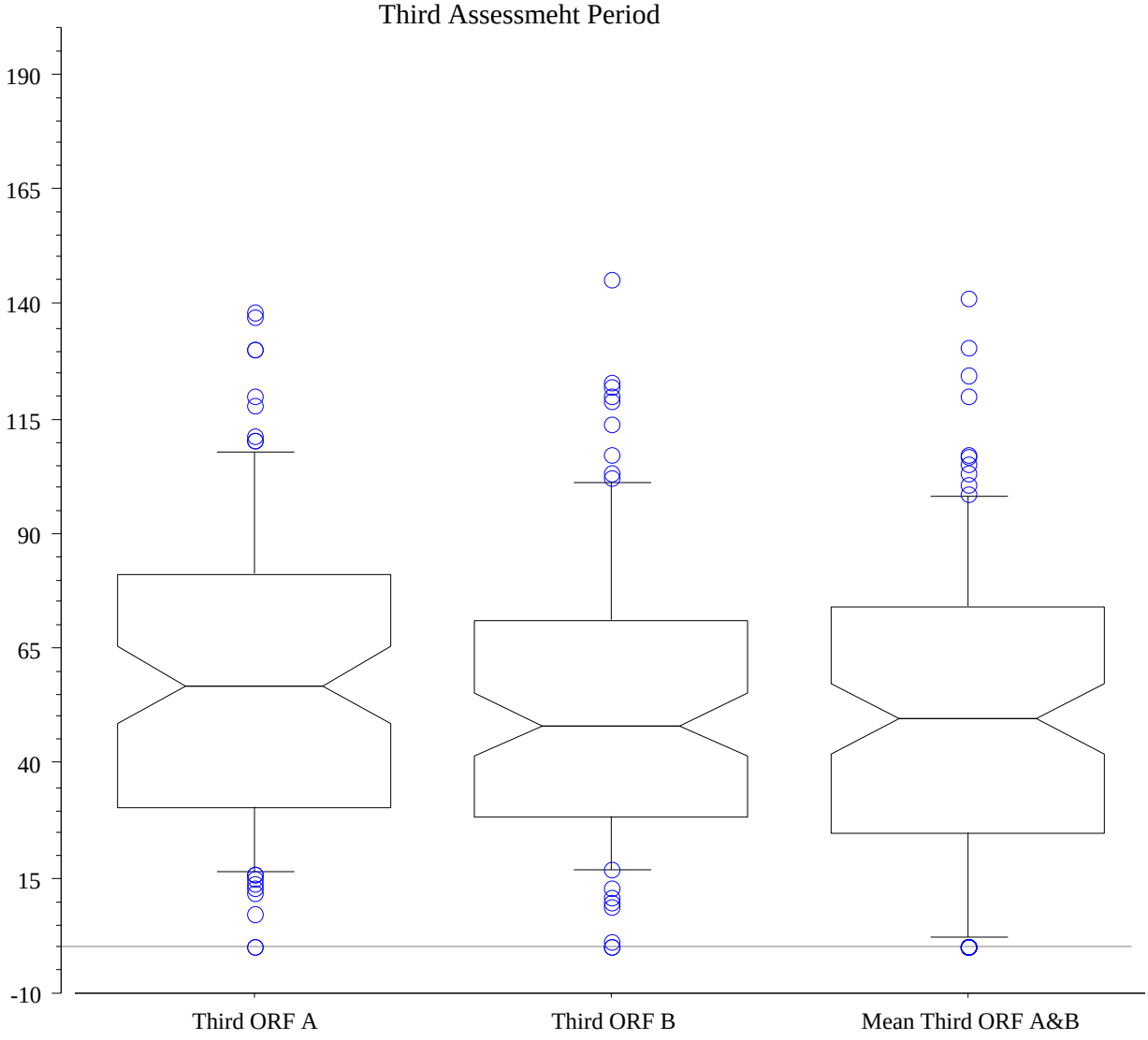
	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
First ORF A	50.579	35.644	3.657	95	0.000	142.000	38.000
First ORF B	29.978	21.923	2.273	93	0.000	107.000	23.000
Mean First ORF A&B	37.965	28.023	2.802	100	0.000	123.000	31.500

Oral Reading Fluency
Standard 1
Second Assessmeht Period



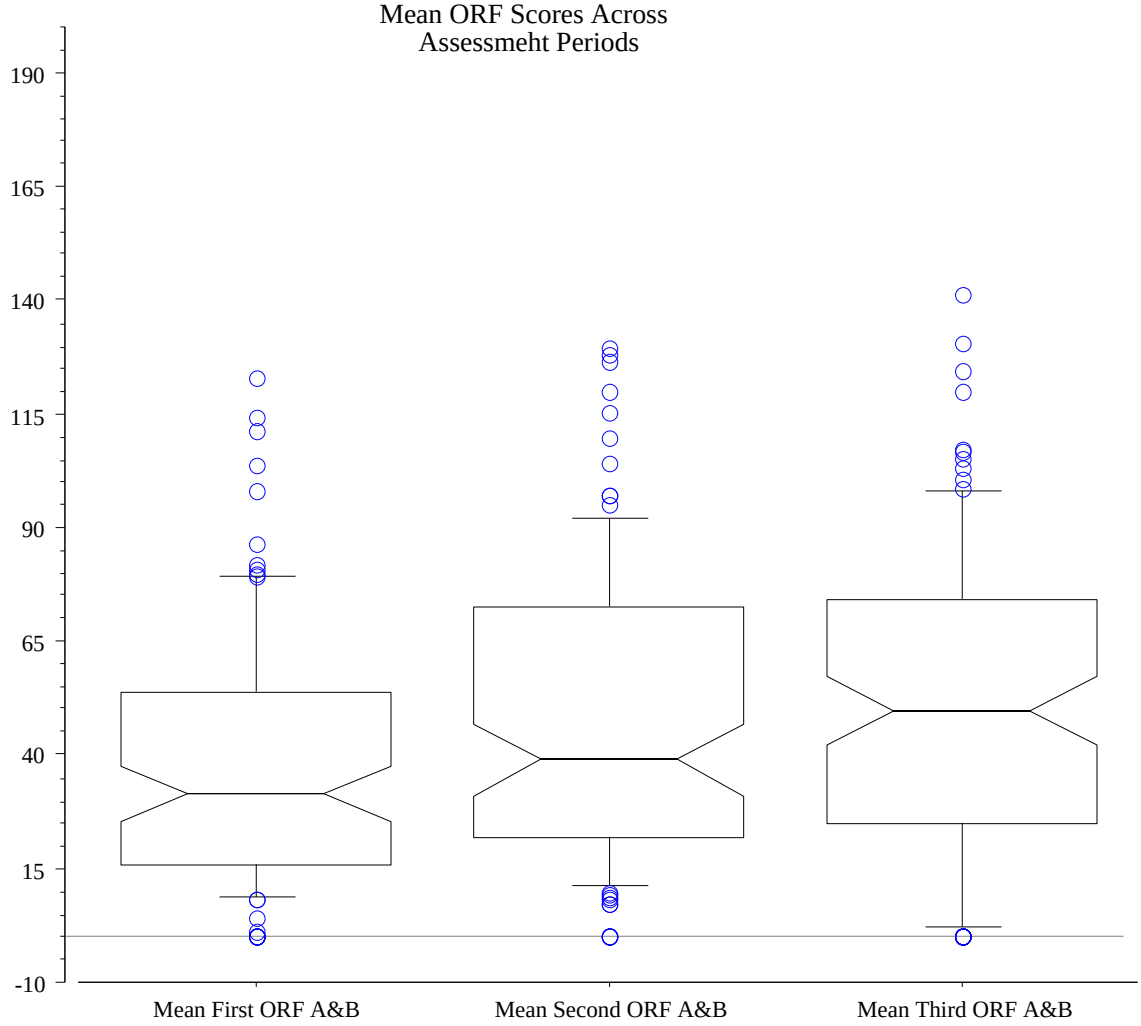
	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
Second ORF A	46.245	31.000	3.131	98	0.000	134.000	40.000
Second ORF B	50.124	35.240	3.578	97	0.000	151.000	40.000
Mean Second ORF A&B	46.970	32.058	3.206	100	0.000	129.500	39.000

Oral Reading Fluency
Standard 1
Third Assessmeht Period



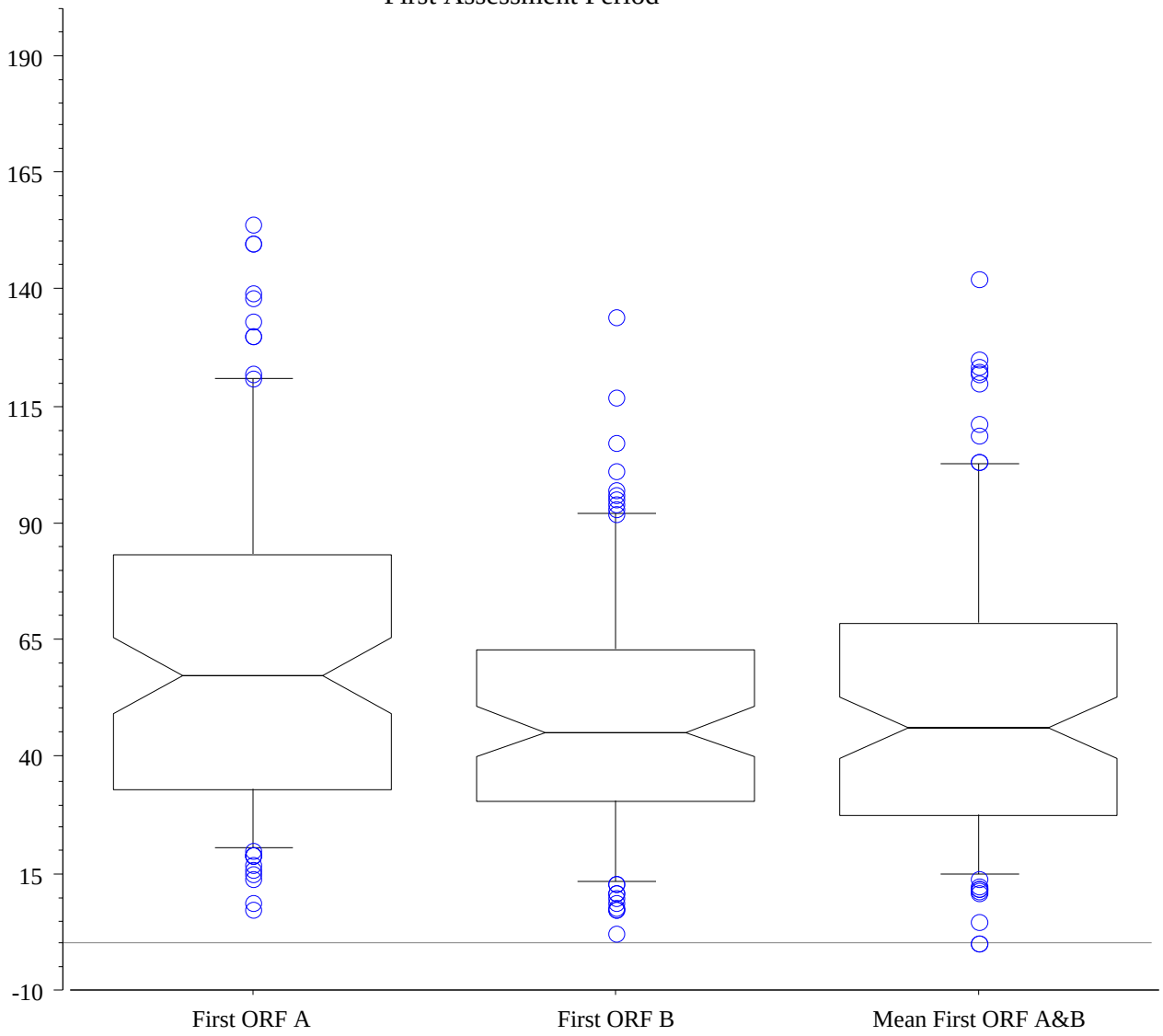
	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
Third ORF A	58.868	34.077	3.572	91	0.000	138.000	57.000
Third ORF B	52.924	32.383	3.376	92	0.000	145.000	48.500
Mean Third ORF A&B	51.130	34.223	3.422	100	0.000	141.000	49.750

Oral Reading Fluency
Standard 1
Mean ORF Scores Across
Assessmeht Periods



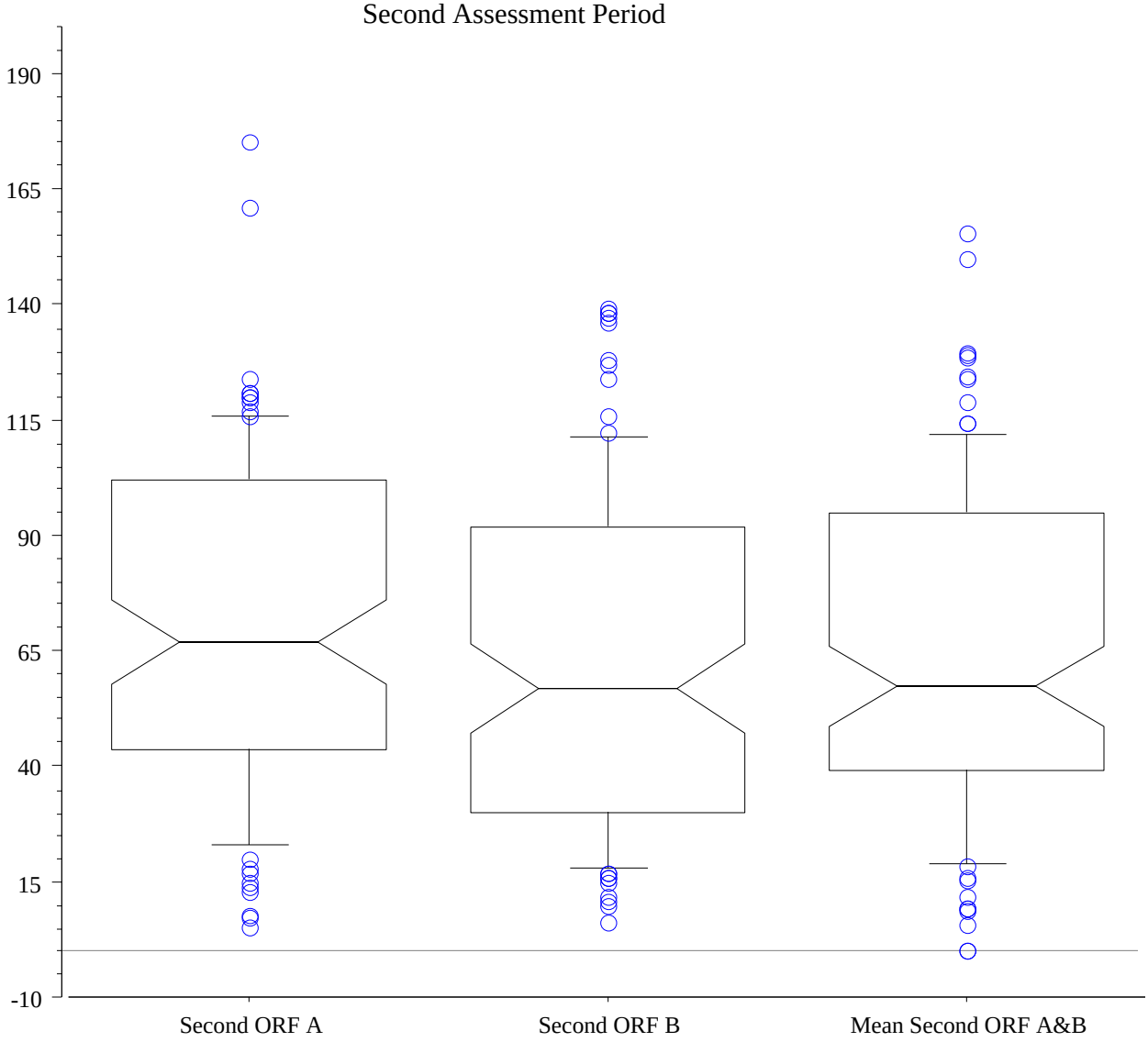
	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
Mean First ORF A&B	37.965	28.023	2.802	100	0.000	123.000	31.500
Mean Second ORF A&B	46.970	32.058	3.206	100	0.000	129.500	39.000
Mean Third ORF A&B	51.130	34.223	3.422	100	0.000	141.000	49.750

Oral Reading Fluency
Standard 2
First Assessmeht Period



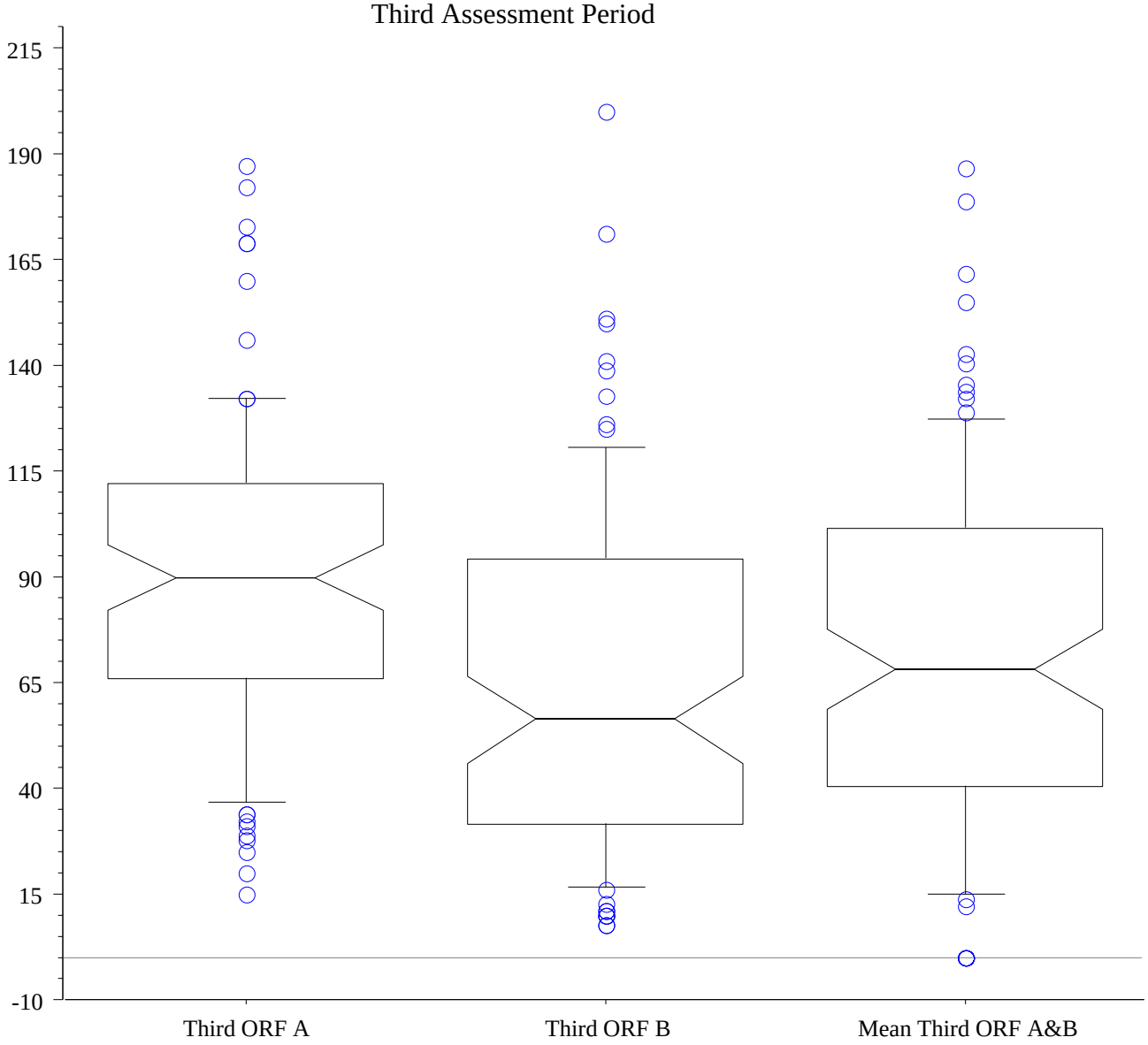
	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
First ORF A	62.531	37.589	3.836	96	7.000	154.000	57.500
First ORF B	48.396	27.829	2.840	96	2.000	134.000	45.500
Mean First ORF A&B	53.245	32.879	3.288	100	0.000	142.000	46.250

Oral Reading Fluency
Standard 2
Second Assessment Period

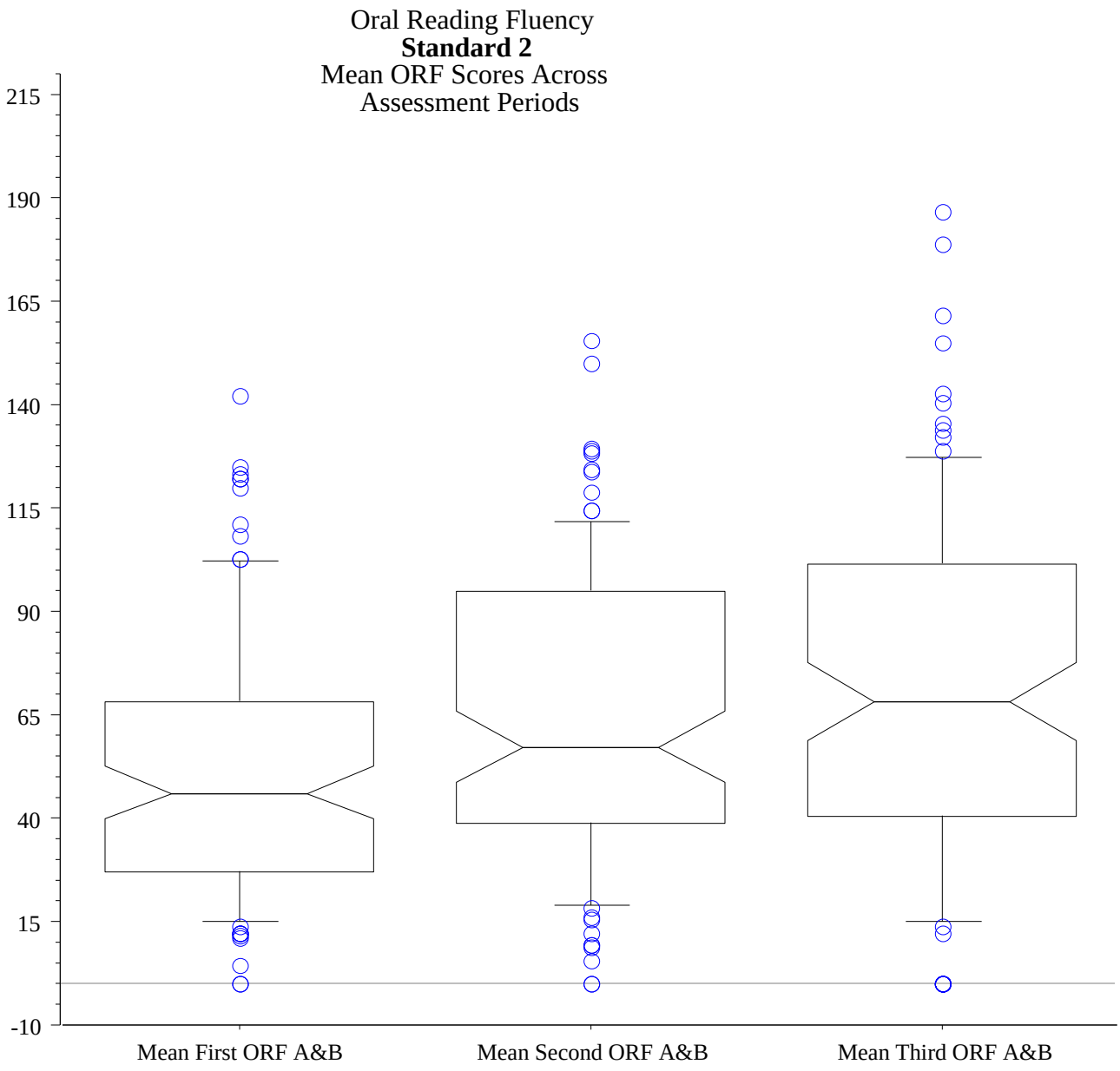


	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
Second ORF A	69.979	36.190	3.675	97	5.000	175.000	67.000
Second ORF B	60.378	36.088	3.645	98	6.000	139.000	57.000
Mean Second ORF A&B	63.525	36.258	3.626	100	0.000	155.500	57.500

Oral Reading Fluency
Standard 2
Third Assessment Period

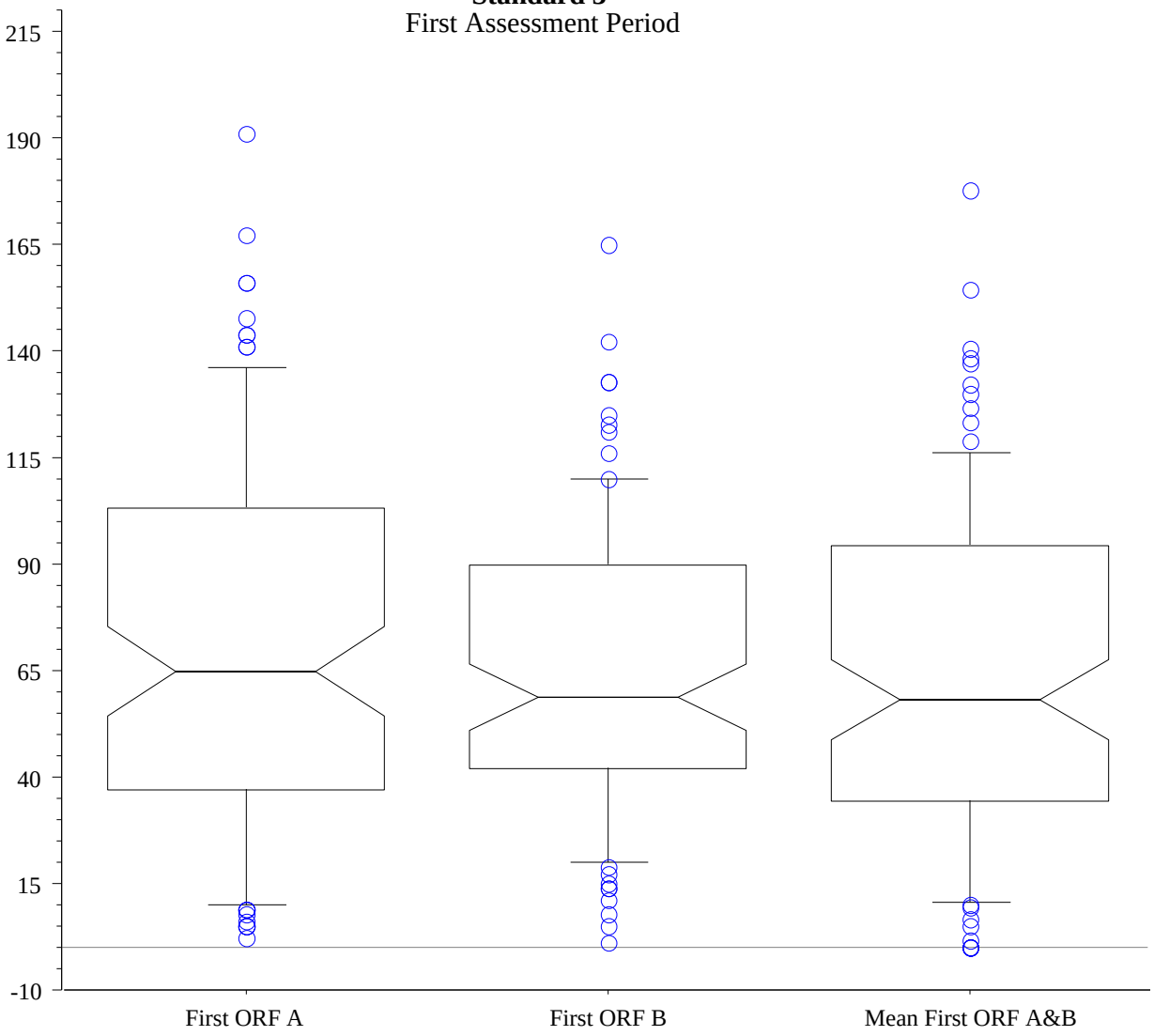


	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
Third ORF A	90.815	37.756	3.936	92	15.000	187.000	90.000
Third ORF B	65.478	42.153	4.395	92	8.000	200.000	56.500
Mean Third ORF A&B	71.895	42.546	4.255	100	0.000	186.500	68.500



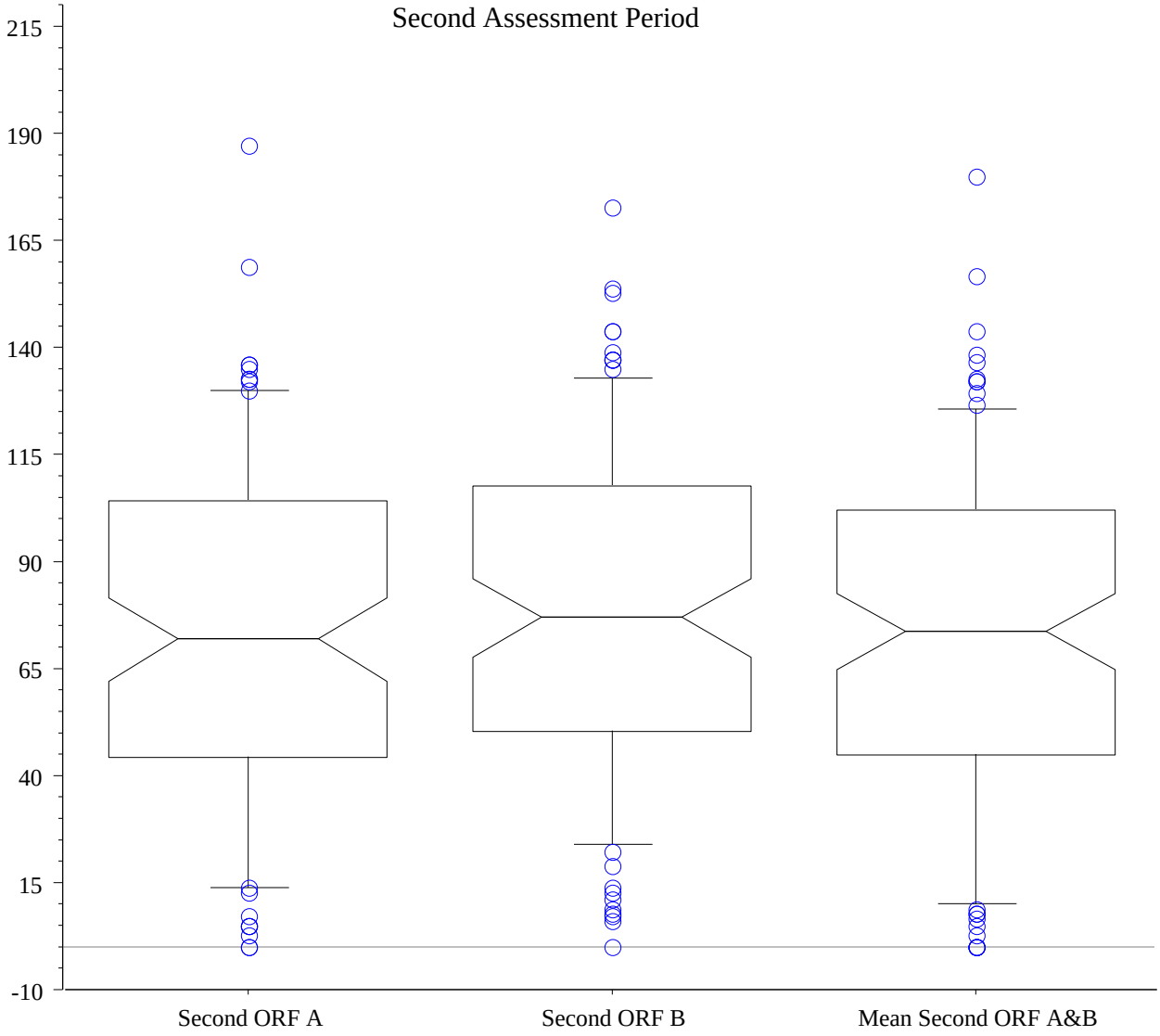
	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
Mean First ORF A&B	53.245	32.879	3.288	100	0.000	142.000	46.250
Mean Second ORF A&B	63.525	36.258	3.626	100	0.000	155.500	57.500
Mean Third ORF A&B	71.895	42.546	4.255	100	0.000	186.500	68.500

Oral Reading Fluency
Standard 3
First Assessment Period

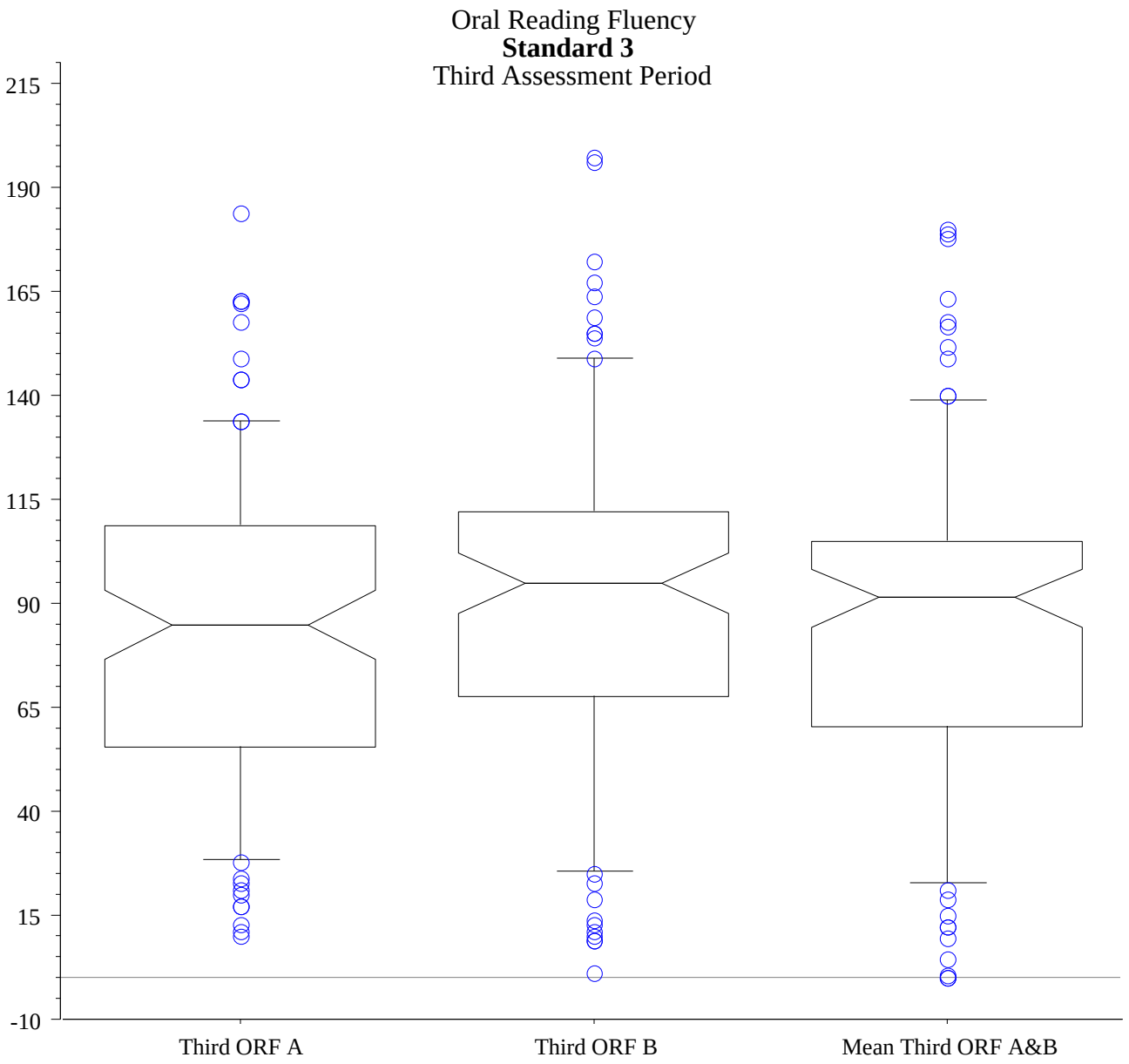


	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
First ORF A	71.484	45.144	4.681	93	2.000	191.000	65.000
First ORF B	64.337	33.547	3.442	95	1.000	165.000	59.000
Mean First ORF A&B	63.800	40.779	4.078	100	0.000	178.000	58.500

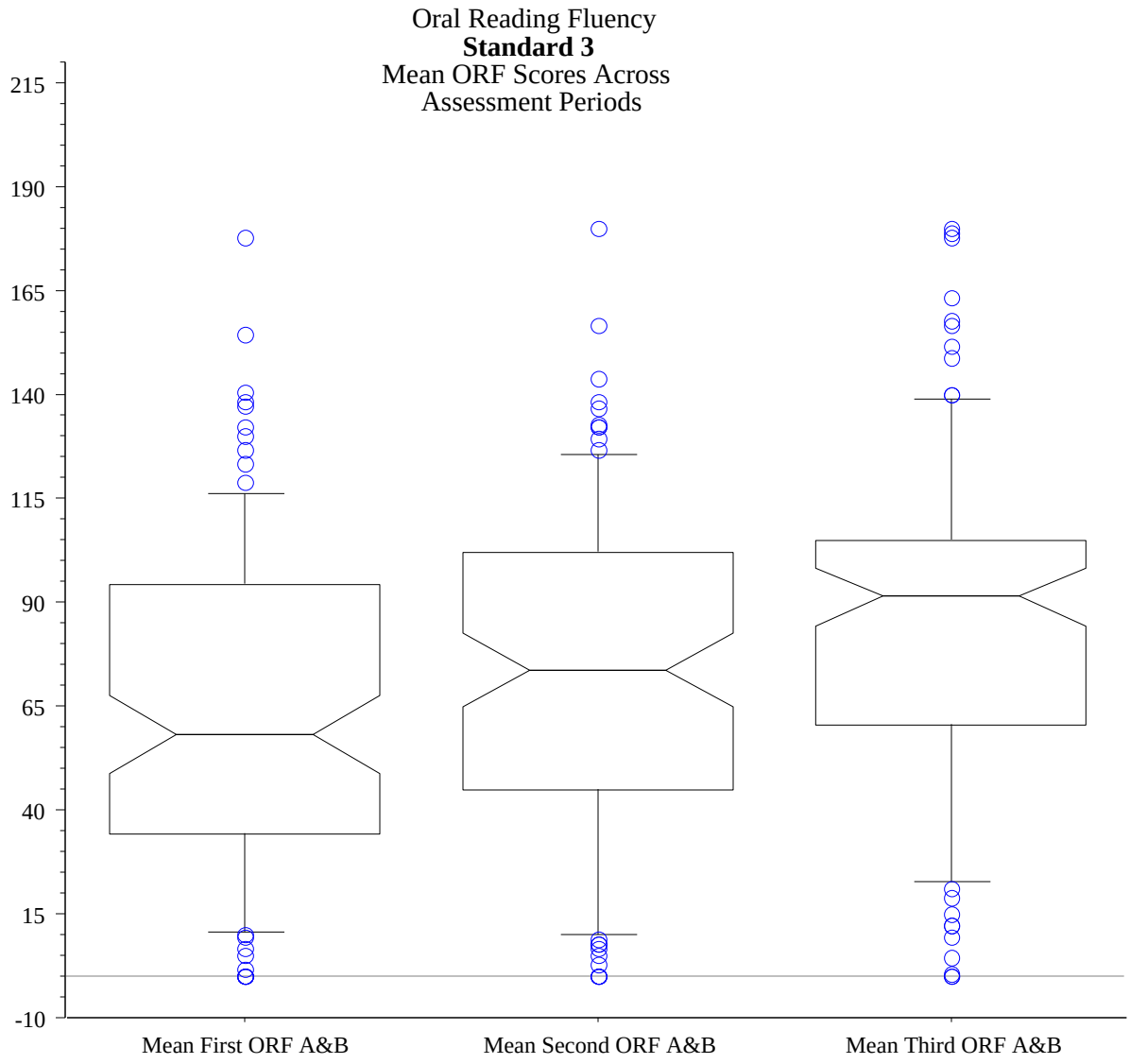
Oral Reading Fluency
Standard 3
Second Assessment Period



	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
Second ORF A	74.474	40.604	4.166	95	0.000	187.000	72.000
Second ORF B	77.608	38.750	3.934	97	0.000	173.000	77.000
Mean Second ORF A&B	73.015	40.997	4.100	100	0.000	180.000	73.750

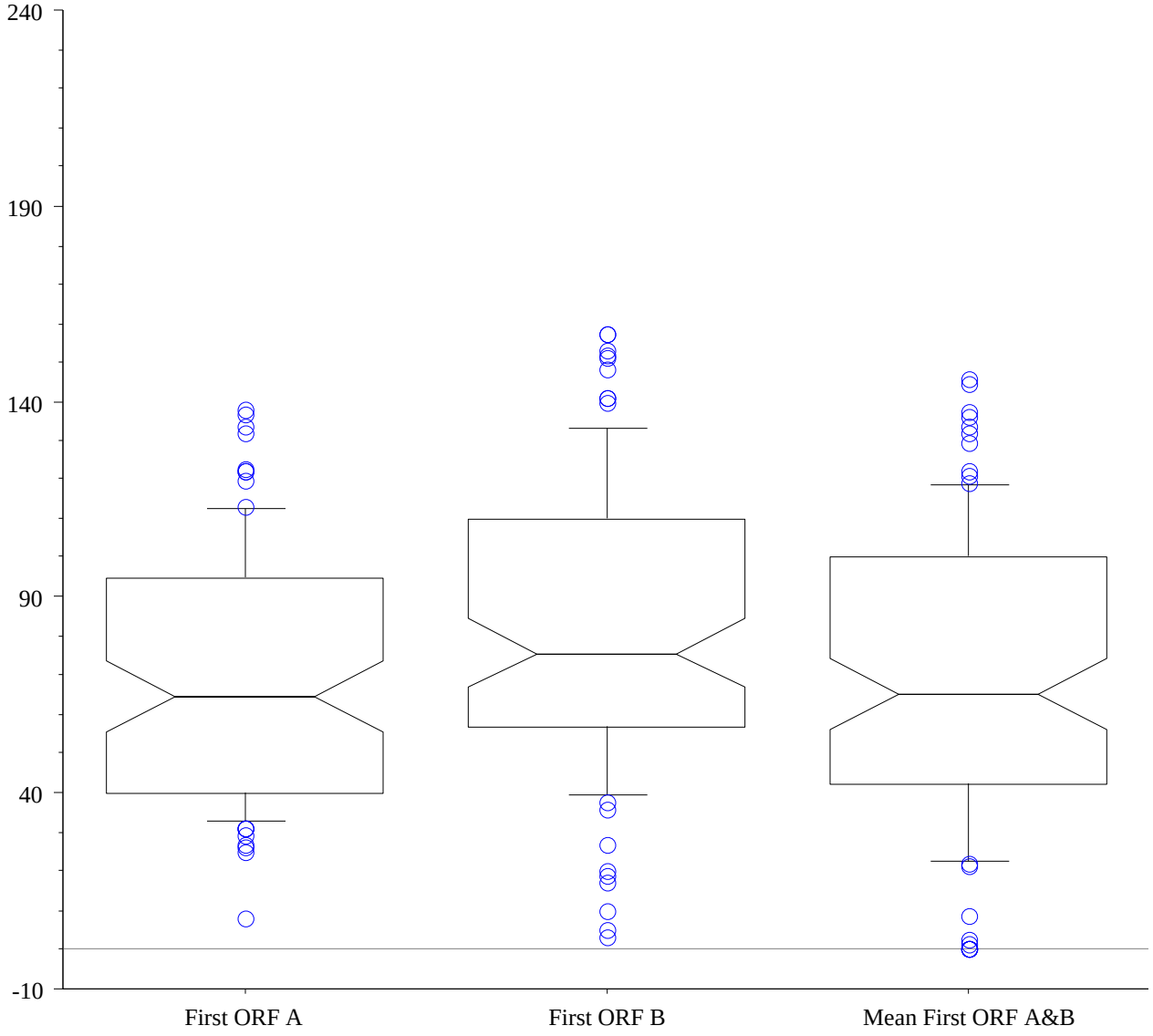


	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
Third ORF A	83.688	39.290	4.010	96	10.000	184.000	85.000
Third ORF B	91.673	43.532	4.397	98	1.000	197.000	95.000
Mean Third ORF A&B	85.090	42.342	4.234	100	0.000	180.000	91.500



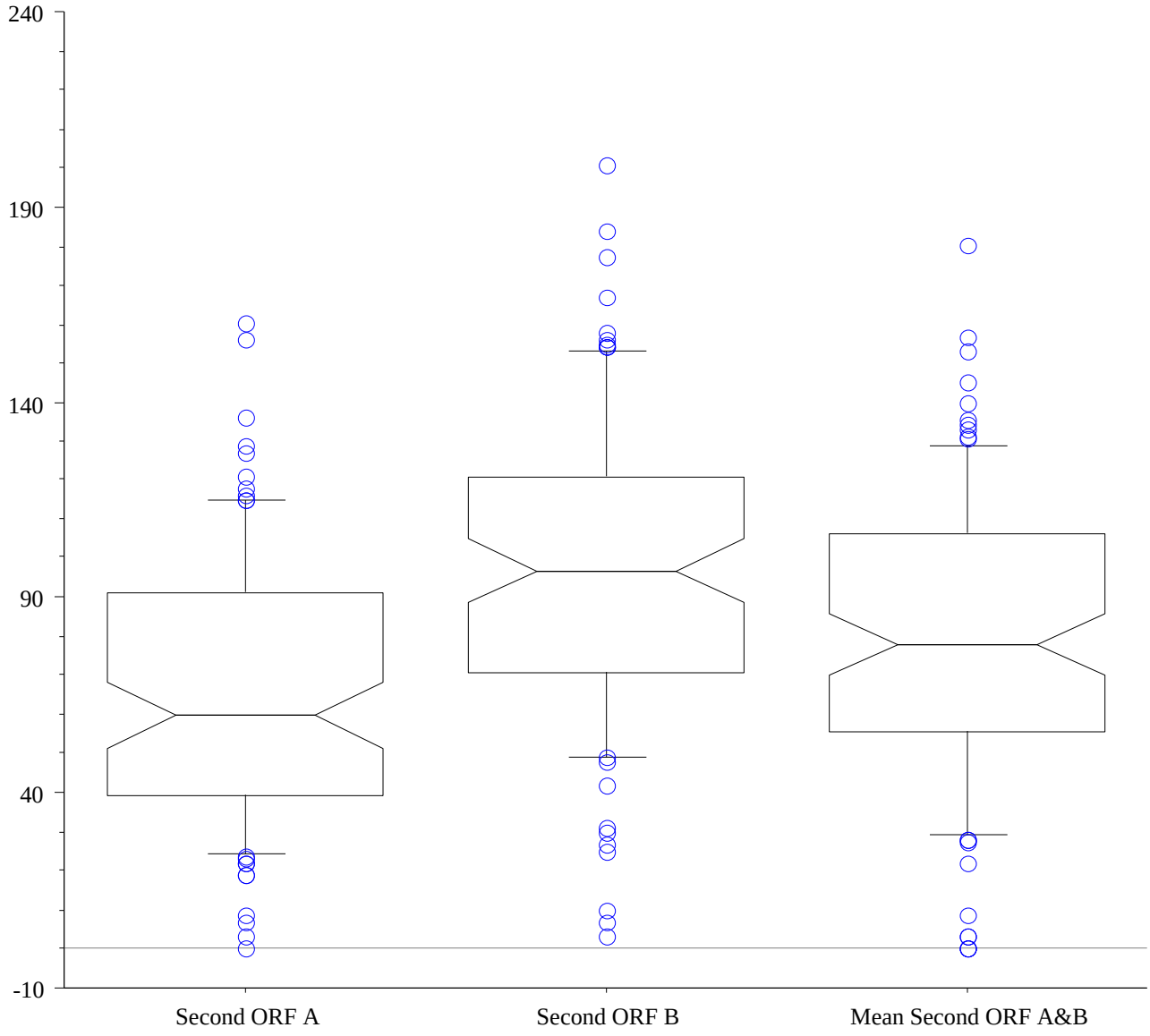
	Mean	Std. Dev.	Std. Error	Count	Minim…	Maximum	Median
Mean First ORF A&B	63.800	40.779	4.078	100	0.000	178.000	58.500
Mean Second ORF A&B	73.015	40.997	4.100	100	0.000	180.000	73.750
Mean Third ORF A&B	85.090	42.342	4.234	100	0.000	180.000	91.500

Oral Reading Fluency
Standard 4
First Assessment Period



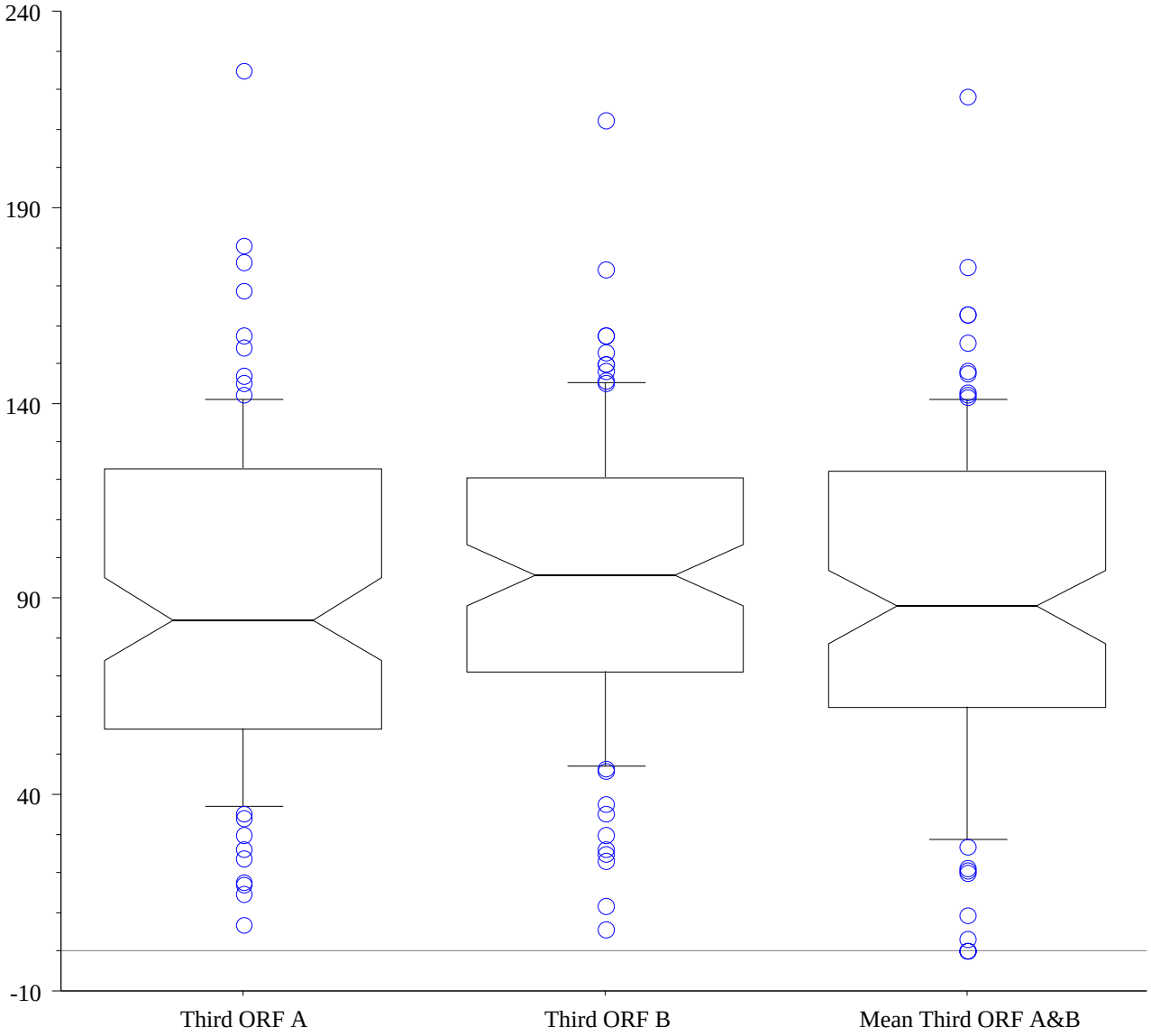
	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
First ORF A	70.473	31.901	3.344	91	8.000	138.000	65.000
First ORF B	81.630	36.743	3.831	92	3.000	157.000	76.000
Mean First ORF A&B	69.615	37.014	3.701	100	0.000	145.500	65.500

Oral Reading Fluency
Standard 4
Second Assessment Period



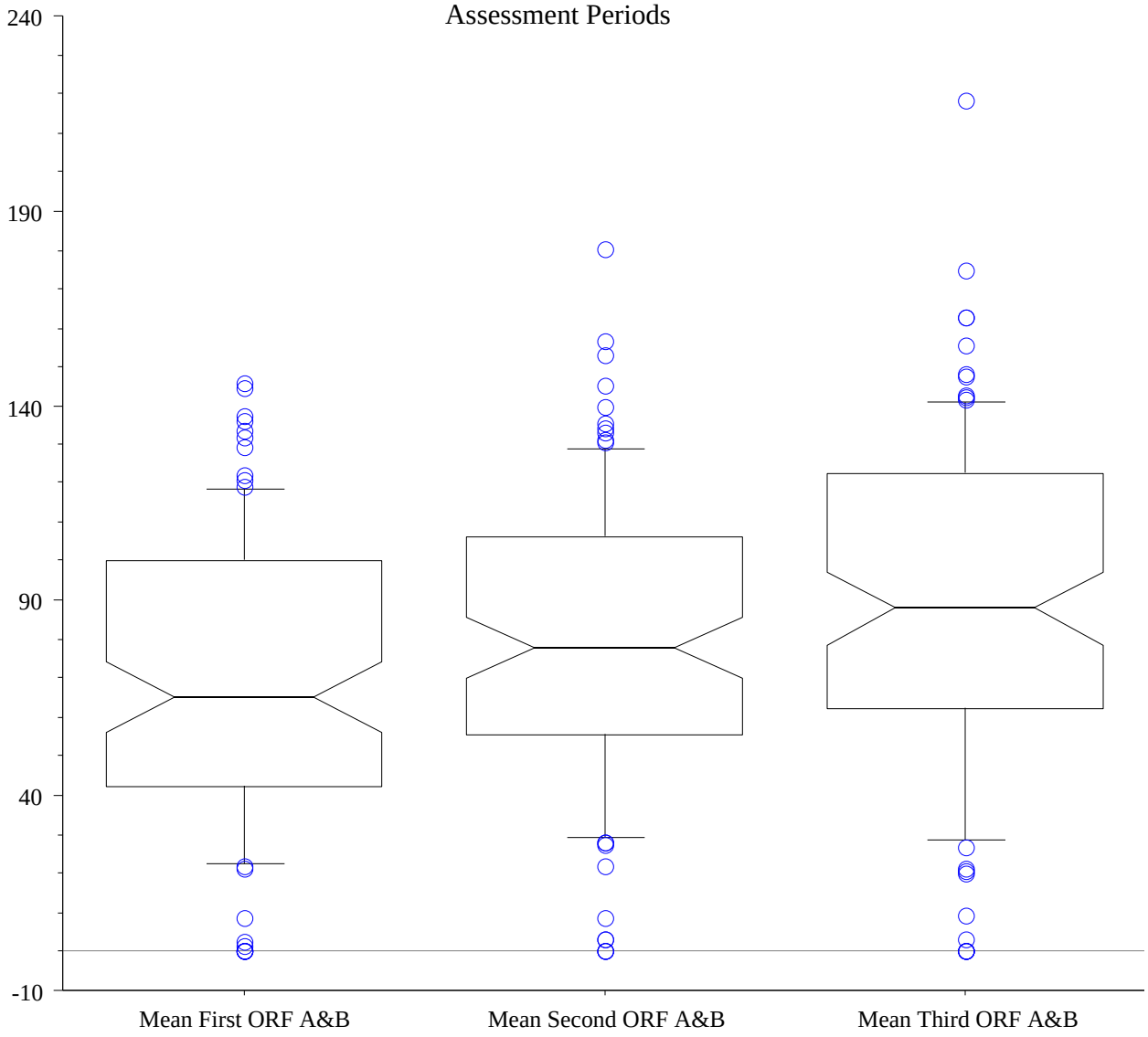
	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
Second ORF A	65.835	34.866	3.540	97	0.000	160.000	60.000
Second ORF B	96.948	39.510	4.012	97	3.000	201.000	97.000
Mean Second ORF A&B	78.950	37.502	3.750	100	0.000	180.500	78.000

Oral Reading Fluency
Standard 4
Third Assessment Period



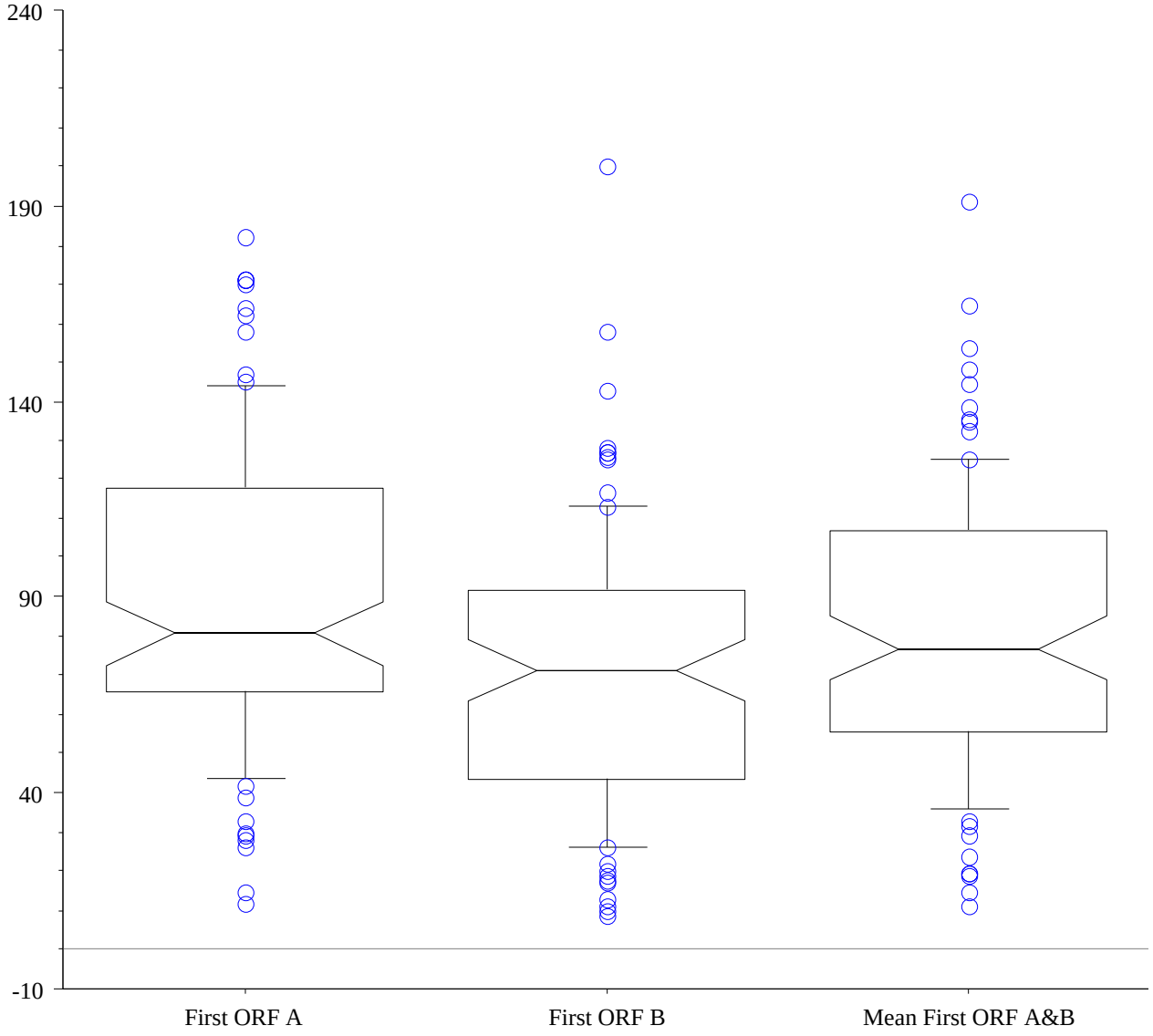
	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
Third ORF A	90.421	41.978	4.307	95	7.000	225.000	85.000
Third ORF B	97.073	38.553	3.935	96	6.000	212.000	96.500
Mean Third ORF A&B	89.545	43.252	4.325	100	0.000	218.500	88.250

Oral Reading Fluency
Standard 4
Mean ORF Scores Across
Assessment Periods



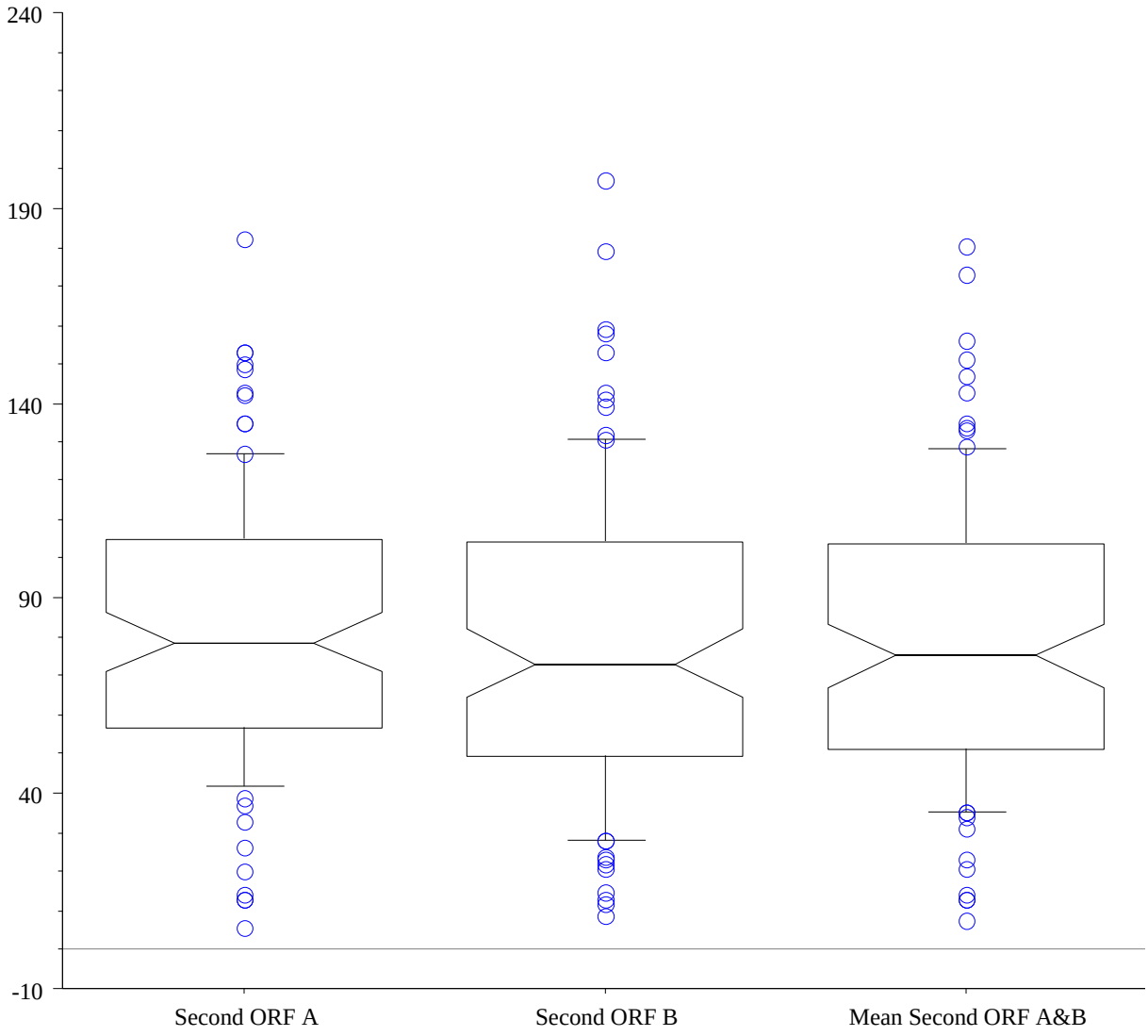
	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
Mean First ORF A&B	69.615	37.014	3.701	100	0.000	145.500	65.500
Mean Second ORF A&B	78.950	37.502	3.750	100	0.000	180.500	78.000
Mean Third ORF A&B	89.545	43.252	4.325	100	0.000	218.500	88.250

Oral Reading Fluency
Standard 5
First Assessment Period



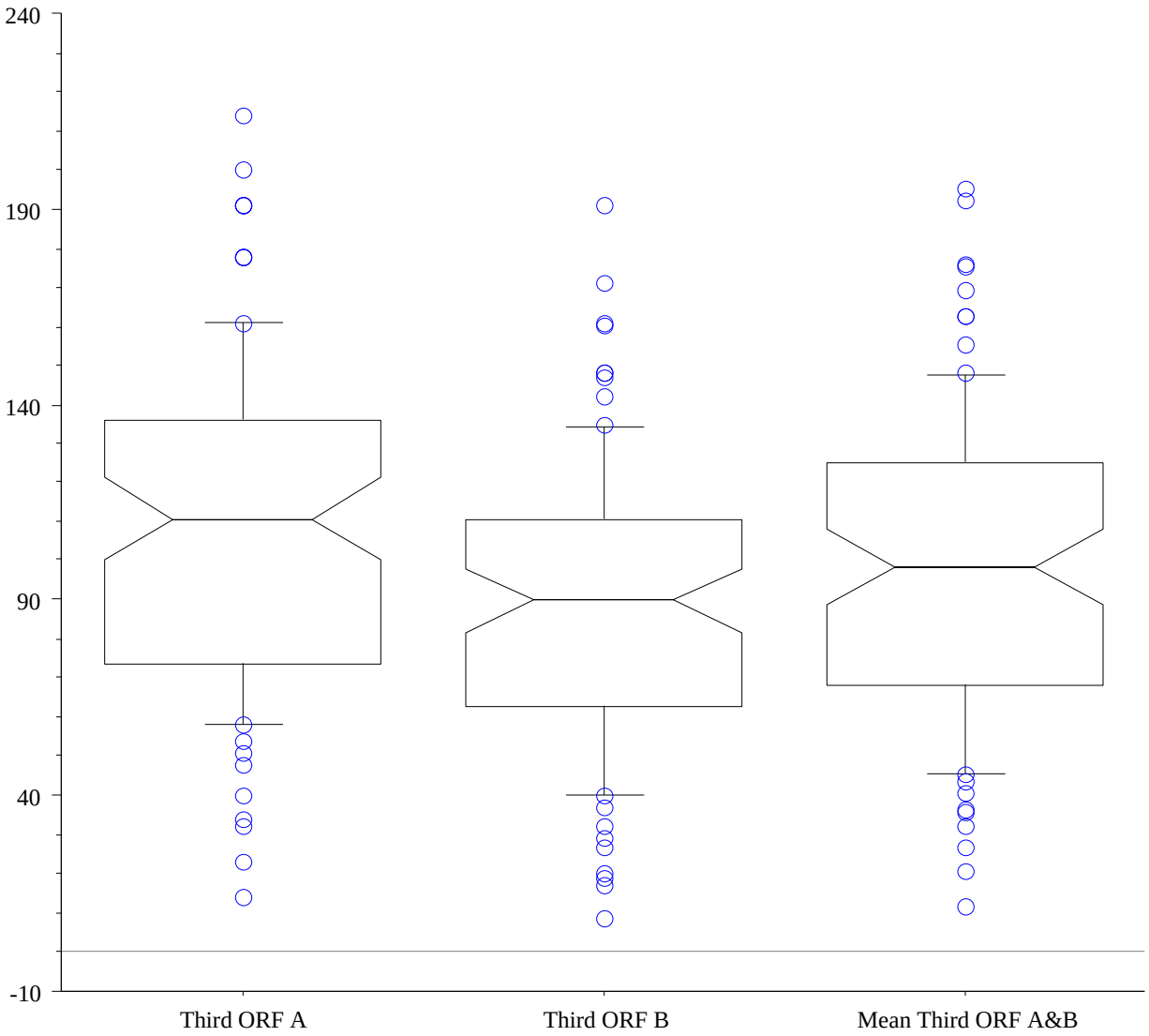
	Mean	Std. Dev.	Std. Error	Co…	Minimum	Maximum	Med…
First ORF A	90.152	39.350	3.955	99	12.000	182.000	81.000
First ORF B	70.344	35.247	3.597	96	9.000	200.000	71.500
Mean First ORF A&B	79.955	35.915	3.610	99	11.000	191.000	77.000

Oral Reading Fluency
Standard 5
Second Assessment Period



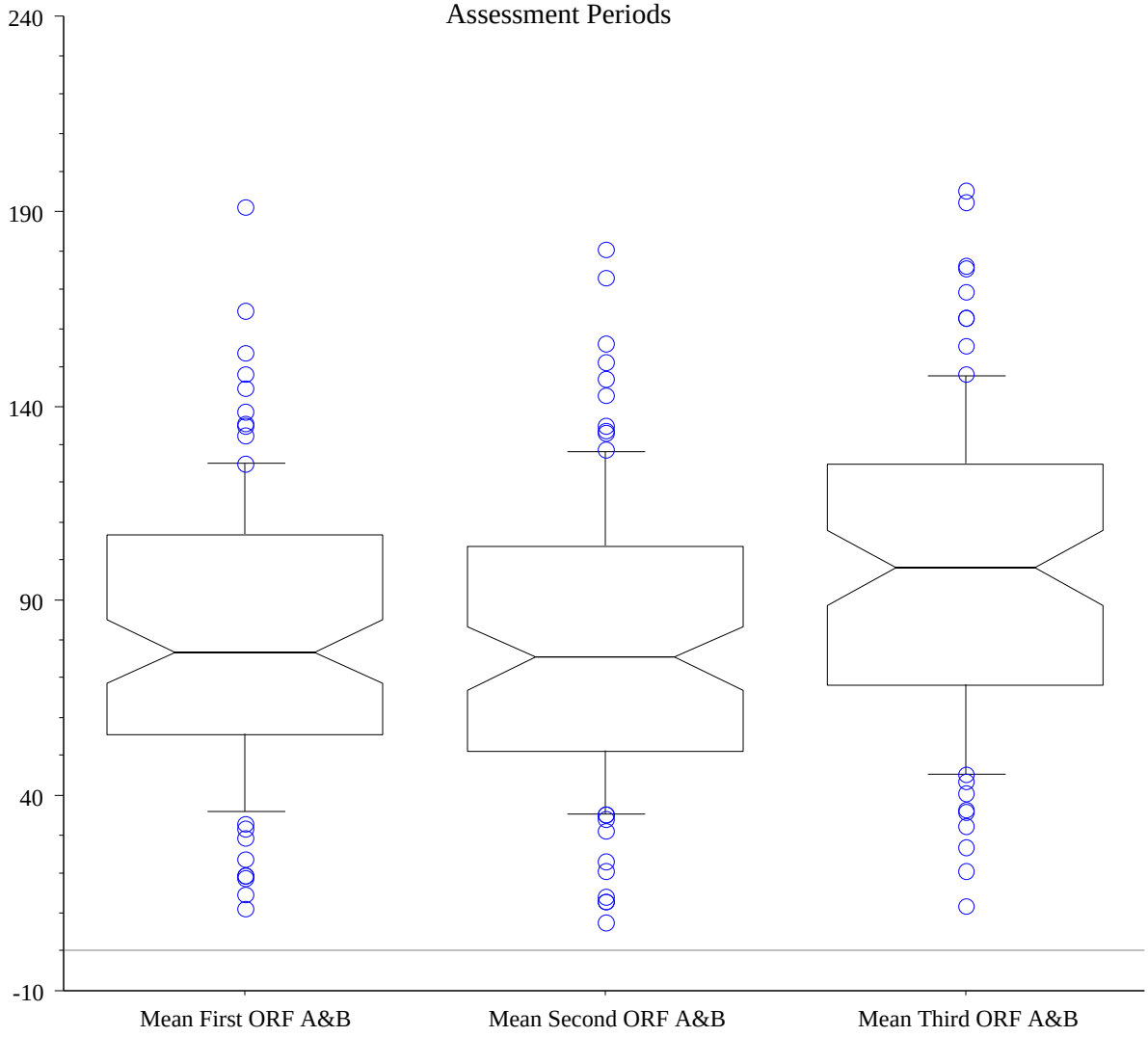
	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
Second ORF A	81.918	35.091	3.563	97	6.000	182.000	79.000
Second ORF B	78.771	39.587	4.040	96	9.000	197.000	73.500
Mean Second ORF A&B	79.938	36.313	3.687	97	7.500	180.500	75.500

Oral Reading Fluency
Standard 5
Third Assessment Period



	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
Third ORF A	107.557	42.442	4.524	88	14.000	214.000	111.000
Third ORF B	89.966	37.026	3.970	87	9.000	191.000	90.000
Mean Third ORF A&B	98.250	39.477	4.208	88	11.500	195.500	98.750

Oral Reading Fluency
Standard 5
Mean ORF Scores Across
Assessment Periods



	Mean	Std. Dev.	Std. Error	Count	Minimum	Maximum	Median
Mean First ORF A&B	79.955	35.915	3.610	99	11.000	191.000	77.000
Mean Second ORF A&B	79.938	36.313	3.687	97	7.500	180.500	75.500
Mean Third ORF A&B	98.250	39.477	4.208	88	11.500	195.500	98.750

APPENDIX C

NAMES OF READING TEXTS AND READABILITY INDICES FOR PASSAGES

Nelson's New West Indian Readers 1
Publication date: 1984
Publisher: Nelson

Nelson's New West Indian Readers 2
Publication date: 1984
Publisher: Nelson

Nelson's New West Indian Readers 5
Publication date: 1984
Publisher: Nelson

New Republic Readers Introductory Reader
Publication date: 1996
Publisher: Caribbean Children's Press Ltd.

New Republic Readers Level B
Publication date: 1996
Publisher: Caribbean Children's Press Ltd.

New Republic Readers Level C Reader
Publication date: 1996
Publisher: Caribbean Children's Press Ltd.

New Republic Readers Reader One
Publication date: 1996
Publisher: Caribbean Children's Press Ltd.

New Republic Readers Reader Two
Publication date: 1996
Publisher: Caribbean Children's Press Ltd.

New Republic Readers Reader Three
Publication date: 1996
Publisher: Caribbean Children's Press Ltd,

New Republic Readers Reader Four
Publication date: 1996
Publisher: Caribbean Children's Press Ltd.

New Republic Readers Reader Five
Publication date: 1996
Publisher: Caribbean Children's Press Ltd.

New Caribbean Junior Reader 3
Publication date: 1985
Publisher: Gin and Company Ltd.

New Caribbean Junior Reader 4
Publication date: 1986
Publisher: Ginn and Company

Grade	Term 1		Term 2		Term 3	
	Title	**Level**	**Title**	**Level**	**Title**	**Level**
Infant 2	Ria and the Spooky House Saturday at the Beach	1.1 0.9	Drive to the Mall Splashing in the Pool	2.5 1.3	Two Brothers – Brian and Fred Little Fish	1.9 2.0
Standard 1	Jamila and Her Dogs Miss Meena's House	2.5 2.8	The Injury The Bamboo Cutters	2.8 2.5	The Adventure Uncle Rimer Tells the Children Stories	2.9 2.8
Standard 2	Papa Bois Saves a Deer The Princess and the Pea	3.4 3.9	900 Buckets of Paint Florence Nightingale	4.0 2.9	Uncle Ben's Animal Farm Anansi and Snake the Postman	3.7 4.2
Standard 3	Auntie Mae: The Storyteller How Compere Rigor was Thrown Over The Cliff	2.3 3.3	Winston 'Spree' Simon and Pan Thomas Edison	4.8 3.7	The Friend Cleaning Up The Park	3.7 4.3
Standard 4	Anansi and his Family Sophia Goes to the Lady Hochoy Home and Meets 'Mr Hug-Up'	4.7 5.0	The Great Raid The Advantage of Knowledge	5.0 5.2	Sweet Peppers, Manure, and Moonshine The First Coconut Tree	4.9 5.1
Standard 5	Preparations for the Hunt The Surprise	6.5 6.6	Man of Peace Arachne	6.7 6.6	The Master Sisserou of Dominica Preparations for the Hunt	6.3 5.8
Flesh-Kincaid Readability Measure						